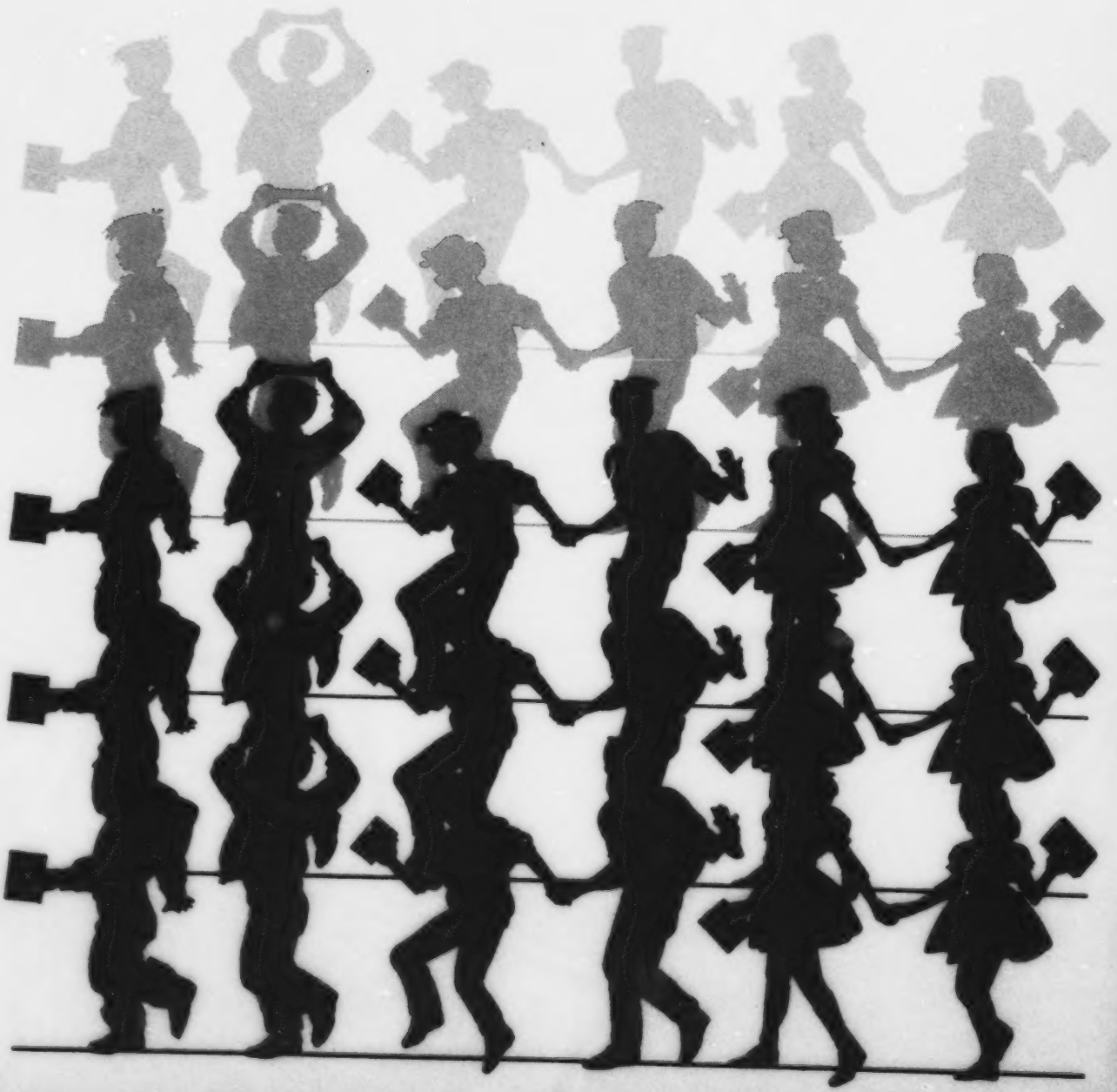
Saskatchewan
Education

Annual Report
1984-85

Saskatchewan
Education



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The Eightieth Annual Report of Saskatchewan Education

for the period from

July 1, 1984 to June 30, 1985

LETTERS OF TRANSMITTAL

The Honorable F. W. Johnson,
Lieutenant Governor,
Province of Saskatchewan.

Sir:

I have the honor of submitting the annual report of Saskatchewan Education for the year ending June 30, 1985.

Respectfully Submitted,

Patricia A. Smith,
Minister of Education.

The Honorable Patricia A. Smith,
Minister of Education,
Regina, Saskatchewan.

Madam:

I have the honor of submitting the annual report of Saskatchewan Education for the year ending June 30, 1985.

Respectfully submitted,

Rod A. Wickstrom,
Deputy Minister of Education

TABLE OF CONTENTS

Letters of transmittal 2

Department organization 4

Deputy Minister's message 5

Directions 7

Education Development Fund 10

Curriculum 13

Indian and Metis Education 17

French education 21

Special education 25

Services to students 28

Services to teachers 33

Services to schools 36

Administrative services 40

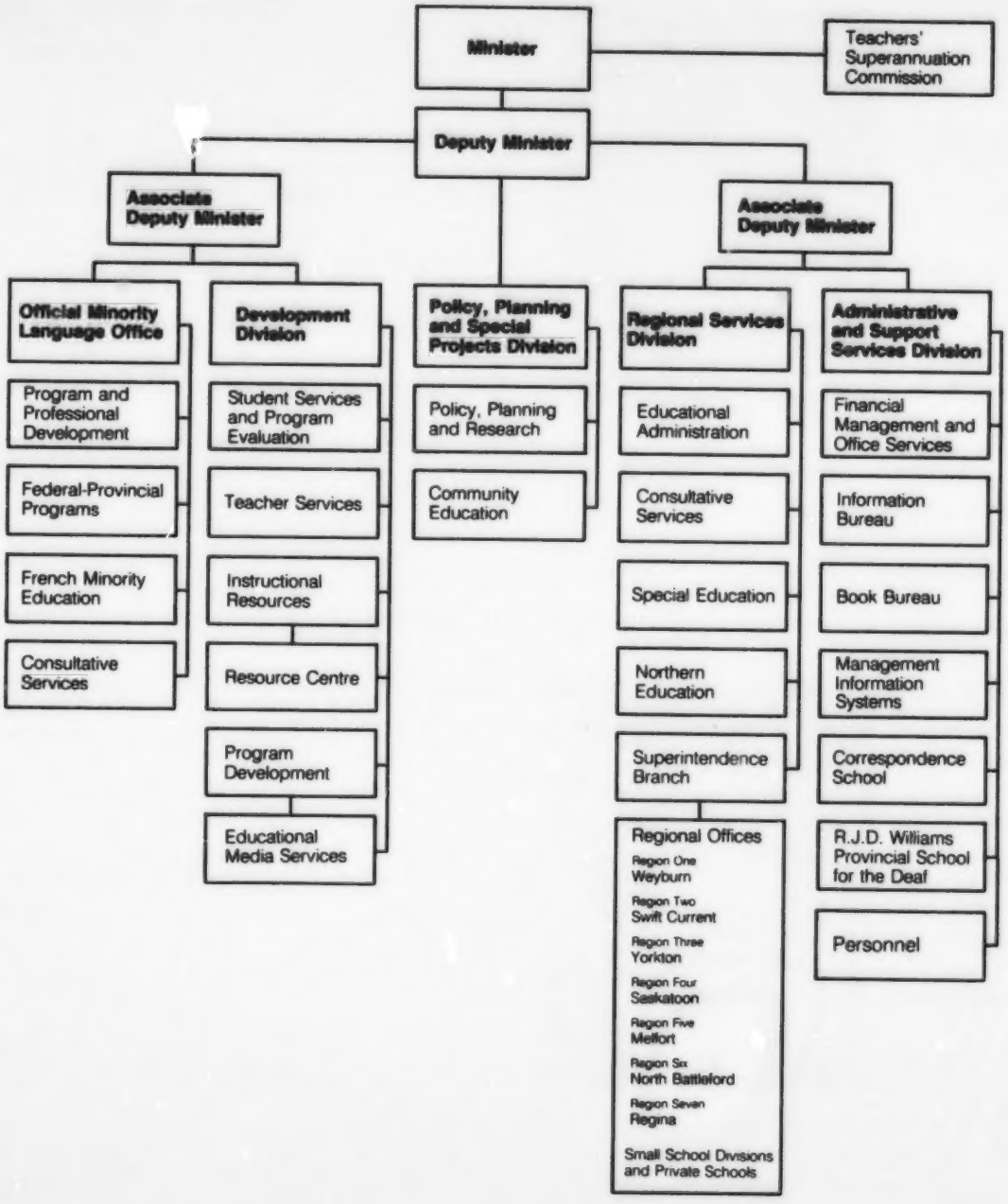
Finance 44

Legislation 47

Publications 49

Statistical tables 51

DEPARTMENT ORGANIZATION



DEPUTY MINISTER'S MESSAGE

Providing our youth with a quality education continued to be Saskatchewan Education's major objective during 1984-85.

Impetus for the department's activities was provided through continued implementation of the recommendations from *Directions*, the report of the Curriculum and Instruction Review Committee, which was completed the previous year. Goals significant to today's society were adopted; the department appointed a committee to oversee the implementation of recommendations from the curriculum and instruction review; and the Minister appointed an advisory committee to recommend policy for a provincial core curriculum.

To oversee implementation of a five year action plan and to ensure that Indian and Metis content is incorporated into provincial core curriculum, an Indian and Metis Curriculum Advisory Committee was established. A new Indian and Metis Education Development Program was initiated to encourage rural school divisions in the development of programs at the local level.

Reaching Out, the report of the Indian and Metis Education Consultation, was released and is expected to have a significant impact in the years to come. Several new resources for Indian/Metis were also completed and became part of the school resource package.

The establishment of the Education Development Fund provided a significant means of encouraging activity related to enhancing educational quality. In the first year, $10 million was made available for learning resource acquisition, development of efficiency methods, and educational improvement initiatives. During the spring term, school divisions became increasingly active in assessing their needs within these provincial priorities.

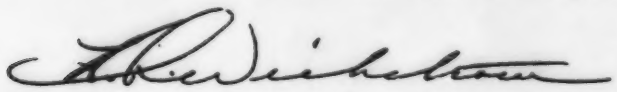
School enrolments were up slightly to nearly 200,000 students, after experiencing several years of decline.

During the reporting year, French language programs continued to grow, with student enrolment in Francophone and in immersion programs up over 20 per cent, while enrolments in core French programs increased over 7 per cent.

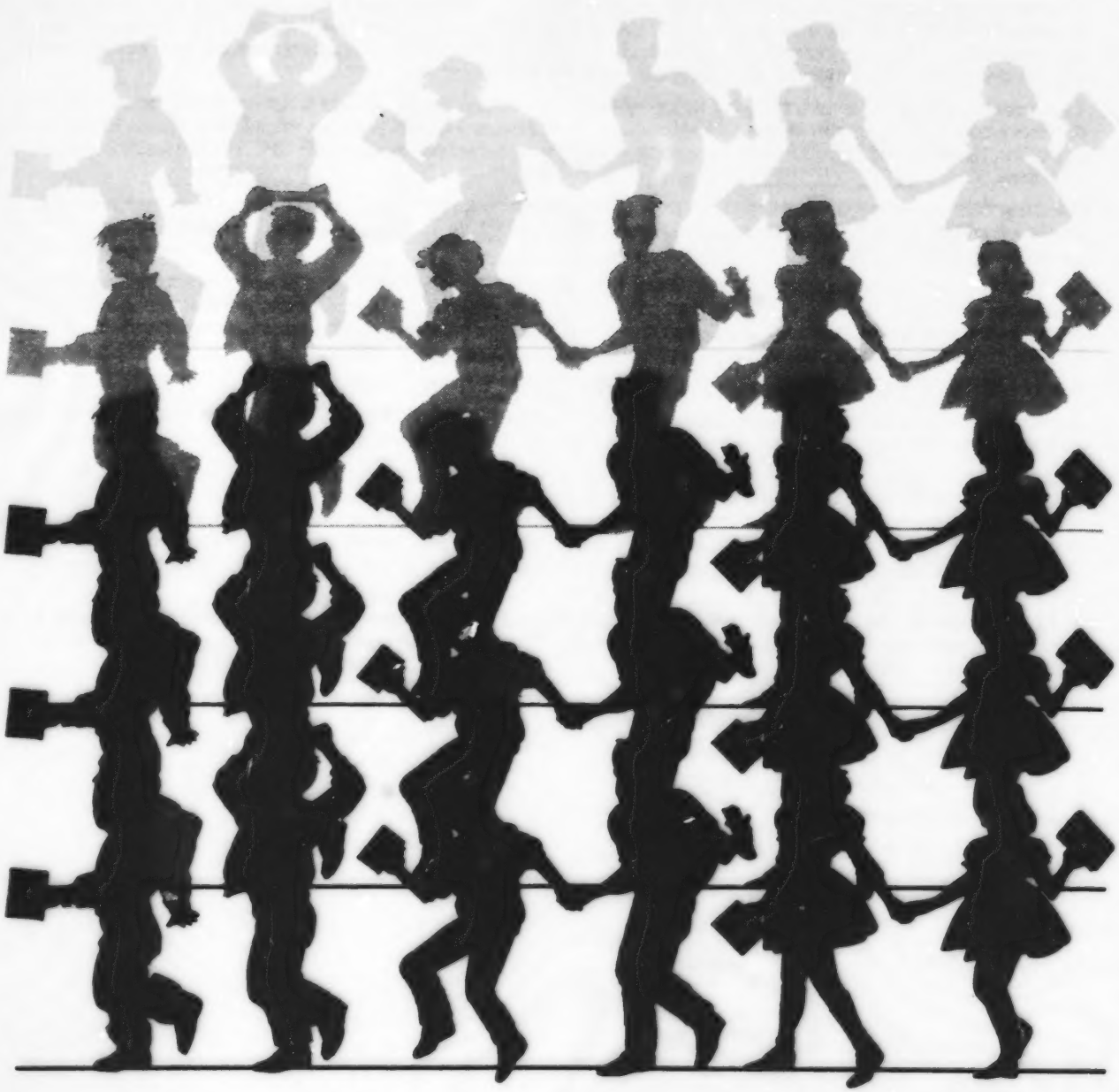
Educational programs are actually delivered by school divisions within provincial guidelines. Over $360 million was distributed to those divisions for operating grants, and capital construction projects estimated at $54 million were approved. The department continued to provide consultative support, bursaries, inservice education and program support to enhance the quality of the educational programs delivered. Direct educational services were also provided through the R.J.D. Williams Provincial School for the Deaf and the Correspondence School, which experienced an enrolment increase of 16 per cent.

At the beginning of 1985, new teacher certification requirements became effective. The new basic requirements are four years of post-secondary training, and a university degree. The department continued to administer matters related to the issuing of teacher certificates.

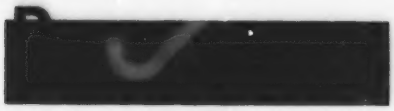
This report outlines the details of these and many other activities undertaken by the department in co-operation with school boards and other educational agencies during 1984-85.



Rod A. Wickstrom,
Deputy Minister



Following a symposium in June, 1984, it became clear that *Directions, the Final Report of the Curriculum and Instruction Review Committee*, would be a driving force for improvements in Saskatchewan's educational system for many years to come. During 1984-85, educators and others at all levels of the educational system began implementing the report's major recommendations. In April, 1985, the Minister of Finance announced a five-year priority commitment to the kindergarten to grade 12 educational system, including the creation of an Education Development Fund. The commitment of $150 million over a five-year period has enabled school boards and Saskatchewan Education to address challenges faced by the school system in responding to the sixteen action recommendations contained in *Directions*.



Implementation Plan

Following the *Directions Symposium*, the Minister of Education initiated the *Directions Implementation Plan*. This has served as a planning document for determining program priorities within the Department of Education and for department reorganization. It has also been accepted by the *Directions* Co-ordinating Council as a reference for monitoring progress toward implementing *Directions'* recommendations, and is used by individual member organizations of the Council as a reference for their own activities in support of *Directions*.

The plan rests on the assumption that, while Saskatchewan Education holds the major responsibility for leadership in efforts to attain the objectives set out in *Directions*, all organizations that deliver educational services share the responsibility. Action, then, is required at all levels of the educational system. The plan also recognizes the need to commit resources to school improvement efforts and the need to adhere to the principles and processes which underlie fundamental change.

Directions Co-ordinating Council

The *Directions* Co-ordinating Council was appointed in August, 1984 and held its first meeting that October. The council consists of representatives from Saskatchewan Education; League of Educational Administrators, Directors and Superintendents; University of Regina; University of Saskatchewan; Saskatchewan School Trustees Association, and the Saskatchewan Teachers' Federation.

The council provides advice on the planning and conducting of *Directions* follow-up. It acts as an outside reference point for the Department of Education to assess the degree of success and acceptability of its own implementation activity and to review and assess implementation activities initiated by other organizations.

Through the council, Saskatchewan Education has developed plans to establish an Instructional Development and Research Unit at the University of Regina, an Educational Leadership Unit at the University of Saskatchewan and an Inservice Development Centre to be housed at the Saskatchewan Teachers' Federation offices. In addition, the council considered and agreed to a revised structure for the Department of Education's program policy review.

Supplementary Reports

To provide information additional to the *Directions* report, two supplementary reports were published and given wide distribution during the year. *Saskatchewan Children* was released in December, 1984 and *School Improvement* was published in June, 1985 for distribution in the fall term.

Saskatchewan Education's Response to _Directions'_ Action Recommendations

Goals of Education

In October, 1984, a new statement entitled *Goals of Education* for Saskatchewan was published on behalf of the Minister of Education. To encourage public awareness and to aid implementation at the local level, a goals poster and brochure were given wide distribution among teachers and other school officials. In addition, a ministerial letter outlining the goals and their possible impact at the local level was sent to the parents or guardians of all students in Saskatchewan schools.

To help local school boards and school staffs transmit the provincial goals statement to local objectives and priorities, a goals activity handbook has been produced.

Core Curriculum

In the fall of 1984, a core curriculum initiative was designed by the Curriculum Development Division. The project was designed to accomplish the following:

- identify program and policy issues
- develop objectives concepts to guide policy development
- develop policy proposals for a core curriculum.

To meet the requirements for Phase I by June, 1986, internal management and project teams were established. In December, 1984, a 24-member Core Curriculum Advisory Committee was appointed to provide recommendations and direction. This 24 member committee includes representatives from several educational groups and agencies. The committee was charged with the responsibility of completing its report to the Minister of Education before the end of 1985.

A seminar was held in May, 1985 for educators, students and representatives of business, labor and industry to receive their input on preliminary proposals related to the common essential learnings and the basic content areas to be included in the core curriculum.

Alternate Delivery Systems

Preliminary studies were initiated in the Correspondence School during the 1984-85 school term. The studies investigated implementation of a toll free telephone service to Correspondence School students commencing in 1985, and development of a Telidon based computer-assisted instruction package.

Improvement of Learning Resource Centre Services

In May, 1985, a Learning Resource Centre consultant was appointed to help develop guidelines and policy statements on improving learning resource centres. These guidelines are intended for use at the provincial, school division and school levels. The consultant, in co-operation with regional and local officials, has responsibilities for development of appropriate inservice programs designed to enhance learning resource centre services. The consultant will also provide services in support of curriculum development.

Teacher Inservice Education

An interagency professional development committee was established in 1984 and initiated work on an Inservice Clearinghouse and a slide/tape presentation on Inservice Awareness.

Indian/Metis and Northern Education

Through the programs of the Community Education Branch, and in concert with the Indian and Metis Curriculum Advisory Committee, Saskatchewan Education has continued support for development of Indian/Metis content in curriculum and curriculum materials. Support has also been accorded alternate school programs and teacher education programs for Indian and Metis students. More detailed descriptions of these activities may be found in that section of the Annual Report more specifically dealing with Indian/Metis Education.

Instruction

In co-operation with other organizations represented on the *Directions* Co-ordinating Council, Saskatchewan Education has participated in, and supported plans for, an Instructional Development and Research Unit to be established at the Faculty of Education, University of Regina.

Collaborative Planning and School Improvement Initiatives

The supplementary *Curriculum and Instruction Review* report, *School Improvement*, which offers guidelines for school improvement and describes processes to be used in school improvement efforts, was published by Saskatchewan Education and distributed widely among schools and educational officials. Pilot projects have been conducted in the 1984-85 school term in two rural school divisions. *The Goals Workshop Kit* has also been piloted in two other rural school divisions.

EDUCATION DEVELOPMENT FUND

Following announcement of the Education Development Fund in April, 1984, extensive consultations were held with school board officials and with other educational organizations to establish an understanding of the principles underlying the fund and to establish criteria for operation of the fund.

The principles which have been established for operation of the fund include the following:

- Initiatives planned at provincial and local levels should be consistent with the blueprint for educational improvements outlined in *Directions*.
- Initiatives must recognize and facilitate local needs, but at the same time accommodate provincial priorities.
- Operation of the fund requires a commitment to a five-year planning mechanism at school division and provincial levels.
- A commitment to consultative and co-operative relationships and to shared responsibility for education is essential to effective operation of the fund.
- There is a need to develop flexible education programs to address the perceived inequities in educational opportunities for some students in Saskatchewan.
- Accountability measures are needed to monitor the allocation of resources and improvements in the quality of education. At the same time, the autonomy of local school divisions must be respected.

It is intended that $9.2 million be directed to school divisions in the form of grants during the first year of the fund's operation. In addition, $800,000 will be assigned to Saskatchewan Education to be used for provincially supported initiatives or for distribution to other educational agencies supporting activity designed to meet the *Directions'* recommendations.

The operation of the fund will be a joint responsibility of local school division officials and the Regional Directors of Education.

Administrative procedures have been established so that approval for new initiatives may commence early in the new school year.

Grants to School Divisions $9.2 Million

Funds will be made available to school divisions through the Education Development Fund in three categories:

- Learning Resources
- Efficiency Efforts
- Educational Improvement Initiatives

Approximately $2.3 million or 25 per cent of the fund, is available for purchasing library and resource centre acquisitions, computers and other technology. Expenditures will generally be of a non-recurring nature. Funds will be allocated to each division on a per pupil basis, using a simple formula that compensates smaller school divisions for their lower enrolment.

Approximately $1.85 million, or 20 per cent of the fund, is allocated for Efficiency Grants. Funds are available for planned efficiency efforts that would result in the same or better service for fewer dollars. Funds will be allocated to each division on a per pupil basis, using a simple formula that compensates smaller school divisions for their lower enrolment.

Approximately $5 million, or 55 per cent of the fund, will be allocated to school divisions to support efforts to improve educational program quality in one or more of the following areas:

- Implementing school effectiveness and *Directions* recommendations
- Development of basic skills
- "Preparation for Life" (e.g. adult goals, consumer education, career counselling, workplace readiness)
- Dropout prevention/attendance improvement
- Gifted education programs
- Community responsiveness (teachers, students and parents).

Funds will be allocated to school boards on the basis of the equity provisions of the existing Foundation Grant Formula.

The following programs are among those initiatives to which Saskatchewan Education will commit resources from its Education Development Fund allocation, approved in April, 1985:

- Core curriculum development
- School Improvement Program
- Improved delivery systems, including alternative and distance education
- Improved learning resource centre services
- Educational Unit Leadership University of Saskatchewan
- Instructional Development and Research Unit, University of Regina
- Support, co-ordination and communication of *Directions* implementation initiatives
- Student evaluation monitoring program.

Curriculum development is guided by this model which contains four interdependent and cyclical functions: program evaluation, program design, program implementation, and program maintenance. The model involves a process of constant needs assessment and subsequent change or support to ensure that curriculum remains current and appropriate. The model's main feature is the involvement of educators at all levels through provision for input, reaction and feedback at all stages of program development.

The following sections identify and explain the four functions and indicate specific activities associated with each.

The process of program evaluation is designed to improve educational decision-making and planning. It involves clarifying the goals and outcomes of education, determining whether or not a program is consistent with identified goals and outcomes, analyzing the effectiveness of the program and deciding upon the need for maintenance or revision of the program. Program evaluation takes place at both the provincial and local level. It involves the gathering and summarizing of information, facts and opinions about the status of existing curriculum as well as the investigation of theory regarding both the program and the nature of the learner. It results in decision-making and direction-setting for curriculum development.

During the reporting period, evaluations were initiated and activity took place in the areas of guidance, technical/vocational education and heritage languages. In addition, plans were made for evaluations in the areas of Language Arts/English and science.

The importance of school-based evaluation was recognized and provision was made for the inclusion of teacher response to specific programs. A training package was developed and delivered to provide inservice for teachers to assist them in dealing with program evaluation in the classrooms and in providing input to department program evaluation initiatives.

Program design is the process that establishes learning objectives for a particular course of study. It includes activities which relate to designing new courses and to revising existing courses.

Program maintenance refers to procedures necessary to support, monitor and revitalize existing courses of study and related materials. While this is primarily the responsibility of boards of education, the department continues to assist through updating and disseminating existing and revised courses of study and instructional materials, and through production of Saskatchewan reference materials.

Collaboration with various branches within the department, and with educators in the field, has resulted in an open and responsive process of course design which has greatly improved the potential for effective implementation.

The continued use of seconded teachers in conceiving and writing courses, circulating draft copies of course components, extensive pilot testing of courses, and identifying networks of contact people in school divisions did a great deal to facilitate development.

Major activity which took place during the reporting year is identified as follows.

Aesthetic Education: work continued according to a previously ratified plan to develop a kindergarten to grade 9 conceptually-based, integrated program encompassing music, art, dance and drama. The preparation of draft versions of unit and lesson plans continued with the assistance of practicing teachers in two rural school divisions.

Computer Education: a draft version of a teacher handbook for computer literacy was produced and plans were made for teacher inservice.

Health: the final edition of the curriculum guide for grade 7, 8, and 9 health was printed and distributed to directors of education and those schools which would be implementing the revised course in the fall of 1985. Work continued on the teacher handbook and materials were produced for upcoming teacher inservice sessions.

Home Economics: revision of the Home Economics 10 curriculum guide was completed. Plans were made for implementing the new course in September, 1985.

Kindergarten: revision began on the existing curriculum guide, Children First.

Mathematics: an interim edition of a curriculum guide for grade 10, 11 and 12 algebra and geometry-trigonometry was distributed. Plans were made for an evaluation of the grade 7, 8, and 9 mathematics course.

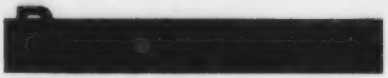
Multicultural Education: field trial editions of curriculum guides and handbooks for grade I, 2, and 3 Bilingual Ukrainian, and grade 7 to I2 German, were completed. Consultative service in German and Ukrainian was provided to school divisions and community groups to assist in program planning and teacher inservice. Assistance was provided to the Minister's Advisory Committee on Heritage Languages.

Technical-Vocational Education: outdated curriculum guides in grades 10, 11, and 12 drafting, machining and welding were revised and distributed to teachers for reaction and feedback. An implementation handbook for all technical education courses was begun. Assistance was provided to school divisions initiating or maintaining industrial arts programs and to the department review of comprehensive school concerns.

Other Maintenance and Support Services: the production of curriculum guides, handbooks, information bulletins and similar documents is a function closely associated with course design. During the reporting period, 13 curriculum documents were produced and 34 existing publications were reprinted.

The authorization and de-authorization of textbooks is an integral part of course design, revision and maintenance. During the reporting period, authorizations and de-authorizations were formalized and announced.

While student instruction is guided primarily by provincially developed courses, provision is made for the approval of courses designed to meet student needs which cannot be met adequately within provincial courses. During the reporting year, five courses in five subject areas were approved for grades 8 and 9, 41 courses in 11 subject areas were approved for grade 10, 19 courses in nine subject areas were approved for grade 11 and 21 courses in 10 subject areas were approved for grade 12. A total of 86 locally developed courses were approved for use during the reporting period.



The department's Resource Centre provides research and reference support to staff, directors and superintendents of education and, through inter-library loan, to the general public. With the addition of a computer terminal in June 1985, the research service now includes on-line access to commercial databases.

The production and distribution of large print books, braille books and audiotapes to visually impaired students in Saskatchewan schools are also handled by Resource Centre staff.

In the past year, the Resource Centre processed 3,857 reference requests; handled 11,970 requests for professional materials; 493 requests for special materials; 1,353 inter-library loan requests; catalogued 523 professional titles and 61 special materials and produced 73 large print books.

Materials Evaluation and Acquisition

Textbooks, 16mm films, videotapes, computer courseware and other instructional materials are evaluated for their suitability as instructional resources in provincial schools. Priority areas were: English 10, 20, 30; grades 7 to 9 health; grades 1 to 3 social studies; grade 8 social studies; and grades 10 to 12 mathematics. Evaluation of home economics, computer applications, business education, mathematics (grades 1 to 9) and science texts was also undertaken.

This is done within the department and in co-operation with teachers, principals and school administrators who assist in field testing.

- 416 teacher evaluators
- 184 textbooks evaluated
- 39 textbooks authorized
- 585 books evaluated
- 159 filmstrip kits evaluated
- 53 computer courseware evaluated
- 97 16mm films evaluated
- 34 videotape programs evaluated
- 40 16mm film titles purchased
- 40 videotape duplication rights purchased

For 30 weeks, one-half hour programs were aired on school days through the school telecast service offered by Saskatchewan Education in co-operation with the Canadian Broadcasting Corporation (CBC).

These telecasts cover a range of topics, some of which include current events, native peoples, safety education, language arts, mathematics, French, science, social studies, environmental studies and the arts. "Tales of Wesakechak" was aired for the first time on school telecasts during the 1984-85 school year. This program uses shadow puppetry to dramatize the legends of the Cree people. It was produced jointly by Storytellers Production Ltd., and Saskatchewan Education, with financial assistance from Telefilm Canada. "Tales of Wesakechak" won an Award of Merit at the 1985 Association for Media and Technology in Education in Canada (AMTEC) Media Festival.

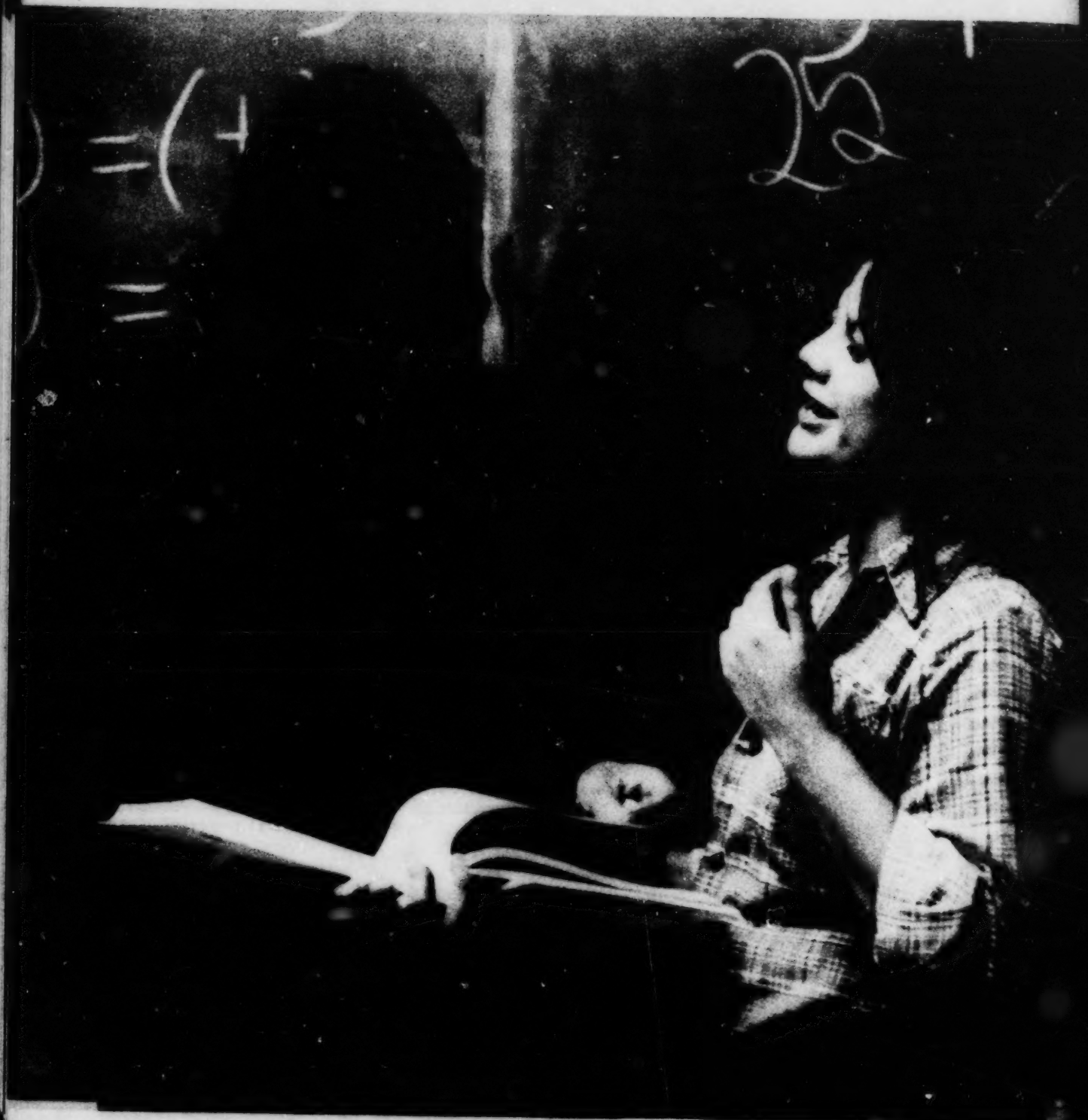
Program implementation is the component that provides the procedures for installing new or revised courses of study in the school program.

The use of specific structures and procedures designed to facilitate the effective implementation and use of provincial courses of study continued. Activity included distribution of information about upcoming change and an indication of opportunities for personal involvement, the conceptualization of specific plans for initiating new courses and plans for the orientation and training of teachers and administrators responsible for student instruction.

Regional co-ordinators of curriculum worked in each regional office to assist in implementating new and revised curricula. In addition, teachers and consultants with expertise in specific subject areas were seconded to serve as workshop leaders in training teachers.

Training sessions and subsequent workshops were undertaken in mathematics, computer literacy/science, social studies, career education, physical education, home economics, health, German, Ukrainian and technical education.

Regional workshops were also organized in response to local needs or requests. Some of the topics included time management, core and oral French, supervision policies and practices, language arts, problem solving and conflict resolution and teaching in multi-grade classrooms.



INDIAN AND METIS EDUCATION

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The Five Year Action Plan for Native Curriculum Development, adopted by the Minister in March, 1984, provided the policy framework for Saskatchewan Education's efforts in developing Indian and Metis curriculum and materials. Two priorities were set for the department:

- integration of Indian and Metis content into the core curriculum through existing structures and procedures; and
- special projects in programming and materials development specifically for Indian and Metis students

Under the direction of the Indian and Metis Curriculum Advisory Committee, which began regular meetings in September, 1985, curriculum and materials development proceeded in:

Division III Social Studies: Indian and Metis content and perspectives are being incorporated into the new middle years Social Studies curriculum. A member of the Indian and Metis Curriculum Development Team serves as a member of the Social Studies project and writing teams.

English Language Arts: a study was undertaken on the major concerns and issues involved in teaching English language arts to Indian and Metis students. This study will form a part of an upcoming assessment of the language arts curriculum and guide other developments in the language teaching area.

Native Studies: the major objectives for Native Studies 10, 20 and 30 were established with the help of the Indian and Metis Curriculum Advisory Committee. These objectives, along with other suggestions, will guide the development of these courses in 1985-1986.

Inservice: an Indian and Metis Awareness Inservice program was developed and implemented by Saskatchewan Education. More than 85 teacher-leaders were trained to deliver this inservice program. These leaders conducted approximately 25 workshops throughout the province involving at least 250 participants. The topics covered by the inservice program were:

- Who are Indian and Metis people?
- A history of Indian and Metis education
- Current status of Indian and Metis education
- Indian philosophy and world view
- Accommodating cultural differences in the classroom
- Assessing the school environment

School and school division administrators also participated in training sessions.

Division III Health-Lifestyles: support materials were identified for the "Health Action" model developed by the department and some lesson plans were in the process of development.

Aesthetic Education: guidelines for the development of Indian and Metis content in the Aesthetic Education curriculum were developed and a collection was compiled of sources and materials in the field. These will be used to guide development of Indian and Metis content in the new Aesthetic Education curriculum.

Northern Materials: support materials produced in northern Saskatchewan and elsewhere were collected and a preliminary assessment of them was completed. Those that were judged as being viable will be field-tested in the north and south to determine their usefulness. An annotated bibliography will be published.

Materials Development: development of support materials continued. Saskatchewan Education, in co-operation with Saskatchewan Native Communications and the Canadian Broadcasting Corporation, developed an animated television series entitled "Tales of Wesakechak", along with a teacher's guide and poster. The series, aired on educational television, won an award of merit at the annual Association for Media and Technology in Education in Canada (AMTEC) Festival.

Development of four other support material packages for all levels of school reached the final production stage.

[redacted]

In March, 1985, Arnold Tusa, MLA for Last Mountain-Touchwood, presented the Minister of Education, the Honorable Patricia A. Smith, with *The Report of the Indian and Metis Education Consultations, Reaching Out*. Mr. Tusa made recommendations directed at school divisions, Indian and Metis organizations, schools and Saskatchewan Education.

Mr. Tusa's recommendations and the theme of the report *Reaching Out* were designed to help schools, the key unit in any attempt to improve Indian and Metis education, and Indian and Metis parents to begin the process of working

together for the good of their children. Among other things, Mr. Tusa suggested ways schools could "reach out" to parents.

In her response to *Reaching Out,* the Minister of Education agreed with the general theme of the report and adopted the principles suggested by Mr. Tusa. The Minister also indicated that Saskatchewan Education would continue support for Indian and Metis programming and curriculum development and that a policy on Indian and Metis education would be developed.

This program, known as IMED, provides incentive grants to school divisions to develop, implement and maintain Indian and Metis educational programming.

In the reporting year, eight school divisions carried out IMED programs, including Indian languages study, curriculum development and home-school liaison programs. New and continuing grants were approved for the following school divisions: Northern Lakes S.D. No. 64, Cupar S.D. No. 28, Indian Head S.D. No. 19, Kamsack S.D. No. 35, Prince Albert Comprehensive S.D., Prince Albert Rural S.D. No. 56, Saskatchewan Valley S.D. No. 49, Sturgis S.D. No. 45.

Saskatchewan has 16 community schools operated in co-operation with public and separate school divisions in Regina, Saskatoon and Prince Albert. The department provides special support for seven community schools in Regina, five in Saskatoon and four in Prince Albert.

The program's objective is to improve Indian and Metis student achievement by involving the community, including parents, in school planning and policy making and by drawing on community resources to enhance classroom activities.

Currently more than 3,700 students are enrolled in the community schools. Attendance rates have increased each year of the program to date. Status Indian students' enrolment rate has increased 2.6 percentage points to 88.2 per cent, while the rate for Metis and Non-Status Indians has increased 2.9 percentage points to 92.1 per cent. This has occurred despite a very high mobility rate.

The Saskatchewan Community Schools Association was established in October, 1984, at a Community Schools Conference held in Saskatoon. The conference was attended by parents and staff from all 16 Community Schools.

The Saskatchewan Urban Native Teacher Education Program leads to a bachelor of education degree.

A co-operative arrangement among Saskatchewan Education, Saskatchewan Advanced Education and Manpower, the Gabriel Dumont Institute of Native Studies and Applied Research, and the Universities of Regina and Saskatchewan, governs administration of this program. A new three-year agreement was signed in June, 1985, which gave the Dumont Institute further control over the program.

In addition to academic instruction, students learn from classroom experience and access to curriculum and instructional materials at SUNTEP centres in Regina, Saskatoon and Prince Albert. Graduates are thus able to combine their professional expertise with intimate and practical knowledge of cultural and community values.

By June, 1985, 41 professional teachers had graduated from SUNTEP. Figures indicate that all but one of the graduates are presently employed. Of these, about 25 are teaching in provincial schools and the rest are employed in related educational fields, such as at the Dumont Institute or community colleges.

N

The Northern Teacher Education Program (NORTEP) is a four-year, off-campus, school-based teacher education program for northern residents. Successful graduates obtain a bachelor of education degree.

Recognized as one of the most successful models for Indian and Metis teacher education, NORTEP is funded jointly by Saskatchewan Education and the federal Department of Regional Economic Expansion.

NORTEP is operated by a legally incorporated NORTEP Council and is carried out in co-operation with the University of Regina and the University of Saskatchewan.

Approximately 90 northern residents enrol each year.

The 1985 graduating class consisted of 12 students. Of the 63 previous graduates, 45 are presently teaching in northern K-12 schools, two are teaching in northern community colleges, six are attending university and four are on leave from the school division — ie. over 85 per cent continue to be professionally active. In 1978 only three per cent of the teachers in northern schools were of native ancestry; now more than 20 per cent are of native ancestry.

S

This unique alternative school for students of Indian and Metis ancestry operates within the Saskatoon Roman Catholic Separate School Board of Education's jurisdiction and is designed to attract Indian and Metis students who have dropped out of, or who were having difficulty in, the regular school system.

Students at the school continue with academic programs in an environment with a difference. Emphasis is placed on developing their Indian and Metis heritage, cultures and values while learning traditional school subjects.

Ninety-two students were enrolled in the Saskatoon Native Survival School during the 1984-85 school year.

The average monthly attendance rate for the school has been increasing since its inception in 1980-81. Statistics from the school also show a marked improvement in the age-grade discrepancy of its students.

There are now 38 students who have reached the grades 9, 10, and 11 ability levels through the school, all of whom came to the Survival School well below their age/grade range. Five students have completed grade 12 elsewhere and six former students have gone on to university. In all probability, none of these students would have been in school now without Survival School.

15
L'ÉGLISE
LA CRÈCHE
LE CARILLON
LE RÉVEI
LE CADEAU
LE JOUR DE NOËL
JOYEUX NOËL
BONNE ANNÉE
LE JOUR DE L'AN
LA FÊTE DES ROIS
LE TEMPS DES FÊTES
LE GÂTEAU DES ROIS

FRENCH EDUCATION

Designated, Core French and Advanced French programs are available to Saskatchewan students.

Designated programs are of two types. In the Type A program, French is the language of instruction for all courses except English. This program best suits the educational needs of Francophones. During the reporting year, the number of Saskatchewan schools offering this program remained unchanged at 11, while student enrolment rose to 851, an increase of 23.5 per cent from 1983-84.

In the Type B immersion/bilingual program, more than half the total instructional time is in French. New program implementation during the reporting year increased the number of schools offering this program to 41. Enrolments in Type B programs increased 22 per cent to 5,011 for the school year 1984-85.

Schools offering this program use French as the language of study for approximately 30 minutes per day. In 1984-85, 51,957 students received this type of French language instruction. Enrolments in core French programs increased 7.6 per cent almost doubling the previous year's growth.

This is a program for Francophone students in which French instruction totals a minimum of one hour per day; 406 students studied through this program in the 1984-85 school year.

In 1984-85, Saskatchewan Education's Official Minority Language Office continued the programming strategy of assisting in program and instructional resources development for all three categories of French programs. Many of these activities are carried out with the financial support of the federal Secretary of State.

Three educational consultants assisted teachers, principals, and superintendents in the evaluation of French programs by providing consultative services on program implementation and improvement. One consultant also co-ordinated educational services for the French minority.

The department was represented on a number of committees, including the Saskatchewan Association of Teachers of French. A close liaison was maintained with the French Cultural Association of Saskatchewan (ACFC), La Commission des écoles fransaskoises, the University of Regina, the University of Saskatchewan, the Bilingual Centre (University of Regina), the Centre for Second Language Instruction (University of Saskatchewan), the Canadian Association of French Language Education (ACELF), the Canadian Parents for French Association and other organizations involved in French education.

The Director of French Minority Education provided the following policy, curriculum and consultative services to the Fransaskois school community:

- Reviewed regulations governing designated schools to ensure they were in keeping with the intent of the Canadian Charter of Rights and Freedoms
- Acted as liaison with Fransaskois organizations such as College Mathieu, Association Culturelle Franco-Canadienne, Commission des ecoles fransaskoises, Association Jeunesse Fransaskoise, and Eau Vive, to identify short and long term needs
- Developed education materials in the grades 4, 5, 6, 10, 11, and 12 Designated French subject areas to meet specific needs of the Fransaskois students
- Provided consultative services to the 13 Fransaskois schools
- Provided research and secretarial services to the Minister's Official Minority Language Advisory Committee; and
- Established French minority education curriculum and instructional resources priority areas.

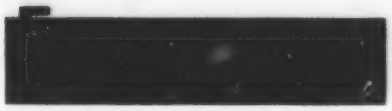
This year, the French Program Development Branch evaluated its curriculum guides and assessed instructional material needs in the designated French schools. Teachers' evaluations of curriculum guides indicated a general satisfaction, but limited use. Meetings with most teachers in the designated schools indicated, without exception, that they felt a pressing need for more and better instructional materials, especially in French language arts and social studies. These findings will guide the branch as it sets priorities for the coming years.

Work completed in curriculum development was as follows: French language arts guide for grade 9, teacher's guide for grades 7 and 8 science, teacher's guide for the integration of grade 10 French and English, and the translation/adaptation of the grade 8 social studies and middle years computer literacy guide.

The French Program Development Branch also completed 17 instructional resources packages for designated French schools as follows: materials to integrate the teaching of French language arts with grade 1 science, health and social studies and with grade 3 social studies; instructional kits for French language arts in grades 7 and 8 and for the listening and oral components of "Et si on lisait," for grades 1, 2, and 3; teacher's guide for kindergarten, grade 4 science and math, grade 5 French, science and math; a bibliography for grade 4 social studies; the translation/adaptation of the grade 4 social studies kit, *This Land Saskatchewan*, and grade 8 social studies activities handbook and teaching strategies.

A bibliography of resource materials evaluated and recommended for designated French schools, was distributed to all schools. In addition, a catalogue for the approved materials available through the Saskatchewan Book Bureau was updated and made available to all school boards and personnel.

A team of 14 teachers trained in implementation programs conducted 18 workshops for 377 teachers of grades 7 to 12 core French.



The 1984-1985 federal-provincial bilateral agreement negotiations brought Saskatchewan a total of $2,905,559. This federal contribution recognizes some of the additional costs incurred by the province in offering minority and second language instruction.

Federal financial support has been provided under four categories:

Infrastructure Support ($1,418,574)

Assistance for on-going programs and services for minority and second language instruction. In support of French programs the province in turn gave school boards $3.5 million for student formula maintenance and implementation grants.

Program Expansion and Development ($980,775)

Assistance to expand existing programs, and to design, develop and implement new programs. Some of these activities included:

- Organization support
- Curriculum development
- Instructional resource centres for designated schools
- Resource material development
- Adult non-credit French language programs.

Teacher Training and Development ($250,000)

Under the French Language Teacher Bursary Program, 270 teachers received support to attend courses or workshops on French language education or the teaching of French as a second language.

Professional development activities for teachers in all French programs have included sessions for improving linguistic ability, curriculum implementation and evaluation, methodology, and teaching strategies. The Official Minority Language Office co-operated with the two Saskatchewan universities and provincial school boards to provide such services.

Student Support ($256,210)

The Official Minority Language Office administers programs which offer support to post-secondary students who wish to pursue their studies in either of Canada's official languages.

These programs and the numbers participating in 1984-1985 were:

- Monitor program for francophones — 5*
- Second language monitor program — 35*
- Full-time monitor program — 11*
- Summer language bursary program — 284*
- Fellowship program — 127
- Travel bursary program — 7

* These programs are administered by the Official Minority Language Office, Saskatchewan Education and are funded by the Secretary of State through the Council of Ministers of Education, Canada.

In the 1985 school year, 90 Saskatchewan students participated in a Saskatchewan-Quebec exchange, administered jointly by the Official Minority Language Office and the Society for Educational Visits and Exchanges in Canada. An additional 87 students participated in a cultural contact program to the Province of Quebec.

SPECIAL EDUCATION

Special education's goal is similar to that of general education, i.e. to provide instruction appropriate to a student's age and level of educational achievement. However, special education programs must accommodate the fact that children with disabilities are different from other pupils only because they have something which hinders them from learning through conventional methods. The Special Education Branch promotes attention to disabled students through modified programs, facilities, equipment, materials and methods, in a setting that allows as much association with non-disabled age peers as possible. Similarly, the Special Education Branch helps teachers meet the unique learning needs of gifted pupils in a setting that includes children with all levels of ability.

Saskatchewan Education provides bursaries, inservice training and program support through Special Education Consultants, Regional Co-ordinators of Special Education, the R.J.D. Williams Provincial School for the Deaf and the Psychoeducational Assessment Clinic.

The department recognizes the extra costs associated with the provision of more intensive programs through four levels of incremental grants. The low cost increment was $1,290 per student for 1985. The number of recognized students was three per cent of grades 1 to 9 enrolment plus 1 1/2 per cent of kindergarten enrolment.

High cost grants at three levels were provided for students who were placed in appropriate programs and who were identified as having severe disabilities in one or more of eight categories. Per student high cost incremental grants for 1985 were: grades 1, 2, and 3 — $3,791; grades 4, 5, and 6 — $5,097; grades 7, 8, and 9 — $5,767.

In addition, high cost funding at the rate of one-half the rate for grades 1, 2, and 3 continued for severely learning disabled students ages 16 to 21 years.

A total of 4,813 students were approved for high cost grants in 1984-85, representing an increase of 730 over the previous year. Of these, 619 were in the learning disabled category and 52 were multiply-handicapped. The increase in the latter reflects an increased commitment by school divisions to this population. See table 8 in the statistical section for details.

Also representative of this commitment is the transfer of administrative responsibility for two developmental centres from parent management boards to school boards, and the agreement to transfer another during the year under review. Of the 12 original developmental centres, only two continue to be operated by parent management boards.

Facility or vehicle modification for individual students was accommodated through special arrangements. As well, an annual grant of $346 per item was available to school divisions for the purchase of approved technical equipment for use by individual students with disabilities.

Pre school services were offered to three and four-year-old children in four categories of disability: trainable mentally retarded, hearing impaired, visually impaired, and multiple handicaps. Co-ordination of preschool services with Saskatchewan Health and Social Services occurred through provincial and regional Early Childhood Co-ordinating Committees.

A range of educational services was offered to children with severe handicaps including residential school placement, special schools, developmental centres, special classes and resource and itinerant programs serving children enrolled in regular classrooms. Residential schools serving Saskatchewan children included the R.J.D. Williams Provincial School for the Deaf in Saskatoon and the W. Ross Macdonald School (for blind children) in Brantford, Ontario. A number of programs for hearing impaired children were implemented in 1984-85 where the total communication method was used in integrated settings within the home school.

Special Education Branch offered specific program consultation in the areas of giftedness, severe handicaps, communication handicaps and physical handicaps (orthopedically handicapped, chronically health impaired and visually handicapped). This consultation varied from advice on specific programs to various types of inservice and teacher workshops. Some of these activities included an enrichment workshop, continued gifted learner inservice, seminars on dealing with terminally ill children and three resource workshops to assist teachers in planning curriculum for students with severe and multiple disabilities. An inservice program for professionals working with preschool hearing impaired children was provided jointly by the Department of Education and the Saskatchewan Preschool Aural Rehabilitation Clinic.

Teacher bursaries were awarded to three students at the University of British Columbia's program for teachers of the hearing impaired. Summer bursaries totalling $41,280 were awarded in the areas of Special Education, Remedial Reading and Gifted Education.

The Psychoeducational Assessment Clinic continued to provide a comprehensive assessment and consultative service to teachers of hearing impaired children. More than half of the assessed children were of division I or preschool age.

In addition to assessments, the clinic provided follow-up to schools with 38 visits for individual consultation and planning.

A highlight in the education of gifted children was the appointment of a Reference Group on Gifted Learner Education. This group, composed of representatives of all of the stakeholder groups concerned with gifted learners, served as a resource to the department and as a sounding board for new policy being developed. The first meeting of the group was in March, 1985.

[redacted]

A major function of the Special Education Branch continued to be the liaison relationships its members maintain with various other government departments and private agencies in matters relating to services to exceptional children. Each staff member has responsibility for providing liaison with at least one external organization. The extent of the time involved in maintaining this liaison varies from several meetings a month to one or two meetings a year.

The following identifies some of the major liaison relationships maintained by the branch during the year under review: Saskatchewan Abilities Council; Saskatchewan Institute for the Prevention of Handicaps; Physical Activity Studies Program, University of Regina; the Saskatchewan Association for the Mentally Retarded; Council for Exceptional Children; the Alvin Buckwold Centre; Wascana Rehabilitation Centre; Ranch Ehrlo Society; the Interdepartmental Committee on Services to Young Handicapped Children; the Interdepartmental Task Force on Programs and Services to the Physically Disabled; the Interdepartmental Advisory Committee to the Wheatlands Project for Persons who are Handicapped; the Canadian National Institute for the Blind; the Alexander Graham Bell Association; the Association for Educators of the Hearing Impaired; the Saskatchewan Educational Psychologists' Association; and the Association for Children and Adults with Learning Disabilities.

Planning

During the year under review, three studies were undertaken which will serve to provide direction for future branch and departmental activities in meeting the needs of exceptional children. These studies included:

- A review of the present funding policy as it pertains to Special Education
- A study of the educational needs of hearing impaired children
- A review of the Charter of Rights and Freedoms and its implications for Special Education.

Various committees within the Special Education Branch studied needs related to policy, curriculum, teacher training and other aspects of special education.

SERVICES TO STUDENTS

Correspondence School

1985 marked the Saskatchewan Government Correspondence School's 60th anniversary. The Honorable Patricia A. Smith, in her address at the official opening on Feb. 19, observed that, "... the Correspondence School has played, and continues to play, a vital role in education in Saskatchewan." Having served 425,000 students and teachers over the past 60 years, the Correspondence School continues to demonstrate its ability to bring educational opportunities to practically anyone, irrespective of barriers in distance and time.

In 1984-85, 7,080 students were registered in 65 subjects at the high school level. This represents an increase of 16 per cent over the previous school year. Forty per cent of those enrolled were adults. The Correspondence School was staffed by 23 permanent teachers, six permanent clerks/typists, one assistant principal and a principal.

Fifty-six per cent of the active students wrote final examinations in January, June and August. Of those who wrote final examinations, 87 per cent passed, ranging from 78 per cent in grade 9 to 92 per cent in grade 12. A record of 16 correspondence students at the grade 12 level qualified for the 1985 General Proficiency Awards.

Four new one credit courses and four one-half credit courses were developed during the year under review, as part of on-going efforts to update and develop new course materials.

During the 1984-85 school year, a committee of staff completed specifications for computer-managed instruction and an examination data bank. The computerized student records system was also upgraded to improve its overall response time.

The West German Student Exchange Program once again was co-ordinated by the teacher of German at the Correspondence School. Two correspondence students distinguished themselves by being selected for the program.

In the statistical section of this report, Table 5 provides a detailed breakdown of the Correspondence School enrolment.

Audio and visual components are an important part of some Correspondence School courses. Audiotapes to accompany course material for Ukrainian 9 and 10, Computer Literacy 9, and filmstrips with written commentary to accompany course material for Geology 30 and Biology 20 were completed by the Instructional Resources Branch.

R.J.D. Williams Provincial School for the Deaf

The R.J.D. Williams Provincial School for the Deaf in Saskatoon is operated by Saskatchewan Education for hearing impaired and deaf-blind students, ages three to 21.

Enrolment during the reporting year was 92 deaf students and 13 deaf-blind students.

The school is divided into four program areas: pre-school/elementary; senior academic; pre-vocational/work experience; and deaf-blind/special needs. The school follows the provincial curriculum as closely as possible, while considerable emphasis is also placed on developing the students' language, communication and life skills.

The school is accredited for kindergarten to grade 12 and has established a pre-school and home-school training program for deaf-blind children.

The school year saw a further expansion of 1984-85 work experience and computer programs. A pilot program was set up to provide total communication pre-school services to deaf children and to hearing children of deaf parents, and an out-reach program to serve a deaf-blind pre-schooler in her home community was established.

Through the integration program seven students graduated with grade 12 standing from Holy Cross High School.

Elementary students continued their integration program with nearby Bishop Murray School.

Students participate in community life through sports, arts and crafts, and girl guides. A student council organizes dances, pep rallies, fund-raising drives and special events. One important feature of a school for the deaf is the opportunity for deaf students to develop leadership. A definite highlight of the 1984-85 school year was the hosting of the Western Canada Tournament for the Deaf which brought together over 200 deaf teenagers from the four Provincial Schools in Western Canada to participate in academic, sporting, and cultural activities. This project, largely organized by the students themselves, was generously supported by the Saskatchewan Heritage Year and Year of the Youth programs.

Fifty-eight students board at the school. The reduced number of students in residence enabled the school to move both boys' and girls' residences to the top floor of the building and institute a more family-style program. Most students go home on weekends and the school year is organized so that all students can be with their families once a month, in addition to the regular school holidays.

An annual two-day family workshop allows parents to share with other parents of deaf children, to learn more about deafness and to improve their own communication skills.

Eleven students graduated from the school in 1985. Of these students eight have gone on to post-secondary programs at university or community college levels and three have joined the work force.

School staff includes qualified teachers of the deaf or deaf-blind, parental care supervisors, school counsellor, educational audiologist, nursing, food services and office support personnel.

[redacted]

The Saskatchewan High Schools Athletic Association (SHSAA) is a provincial association of volunteer coaches who administer and co-ordinate the co-curricular athletic program in high schools. This includes the registration of teams, activity scheduling, establishment and implementation of a code of ethics, creation of rules, and the conducting of inter-district playoffs leading to provincial championships.

The SHSAA is governed by delegates from 13 member districts and is directed by a nine-member elected executive council which meets five times a year. The department provides a full-time executive director to staff the central office. The SHSAA acts as a liaison for the department in dealing with non-educational sporting groups and maintains close ties with the Canadian School Sports Federation and the National Federation of State High School Activities Association.

Over 30,000 high school students representing 2,671 teams competed in 10 sports during the 1984-85 school year. Thirty-five provincial championships were contested in the various categories. This reporting year saw the implementation of girls' soccer at the provincial level with 31 teams entering. The prospects look bright for this activity. A less successful experiment was the institution of a 12-man classification in football for comprehensive schools outside the cities of Regina, Moose Jaw, and Saskatoon. The excessive travel required made this venture less than attractive and it was discontinued at the annual meeting in June.

The statistical section provides a four-year comparison of teams competing in badminton, basketball, cross-country running, curling, football, golf, soccer, track and field, volleyball and wrestling.

[redacted]

Opportunities to extend education beyond the classroom are provided through several student exchanges supported and assisted by the department.

The Interchange on Canadian Studies is held each year in different locations across Canada for senior high school students. Saskatchewan assigns 15 delegates and a chaperone.

For the sixth consecutive year, a group of Saskatchewan students participated in an exchange with West German students. The students travel as ambassadors for Saskatchewan to increase their fluency in German and to learn about life in another country. The department provides a travel bursary to each student.

Negotiations were also completed for administration of a program to provide 250 students with exchanges and visits to Quebec.

The American Field Service program is for students in their final year of high school or for students who wish to apply during the year between high school and university. Eligible students live with a family in a host country and attend school.

Students are selected based on their interests, skills and abilities and are usually highly motivated, resourceful and articulate young people.

The department also assists in selecting schools for Project Canada Student Exchanges. Teachers in elementary schools can enrol their classes to be twinned with an Ontario class.

Thirty-two Governor-General Awards are presented to Saskatchewan students annually.

Criteria for winning the award include academic standing, school attendance, conduct, leadership, athletics, public speaking and ability to co-operate.

Eleven medals are awarded for students nominated from the cities of Regina, Saskatoon, Moose Jaw and Prince Albert; four medals are awarded to students nominated from the cities of Estevan, Lloydminster, Melfort, Melville, North Battleford, Swift Current, Weyburn and Yorkton; and, one medal is awarded to a student from each of 17 other geographic districts in the province.

General Proficiency awards of $200 are also presented to students in recognition of scholastic achievement in their graduating year. Each school is allowed one award for each 16 students enrolled in grade 12. Based on this ratio, high schools nominated students with the highest average in two English credits, one social studies, social studies-history or economics credit and two credits from other approved grade 12 subjects.

During the 1984-85 school year 1,237 students received the award.

Transcripts of out-of-province students are evaluated by the department to help determine where students should be placed in Saskatchewan schools.

During the reporting year, 1,396 out-of-province students requested evaluations. Certificates of 199 students taking music from recognized music schools and conservatories were also evaluated and the students were granted standing. Also, 114 students were granted standing in Cadet Training.

During 1985, a total of 97,920 transcripts of high school marks were issued to universities, post-secondary institutions, students and teachers.

Consultative services to students, adults, teachers, parents and administrators are also provided on high school requirements, admission requirements to post-secondary institutions and equivalent standing granted by other provinces to Saskatchewan students.

Student Guidance Information System (SGIS)

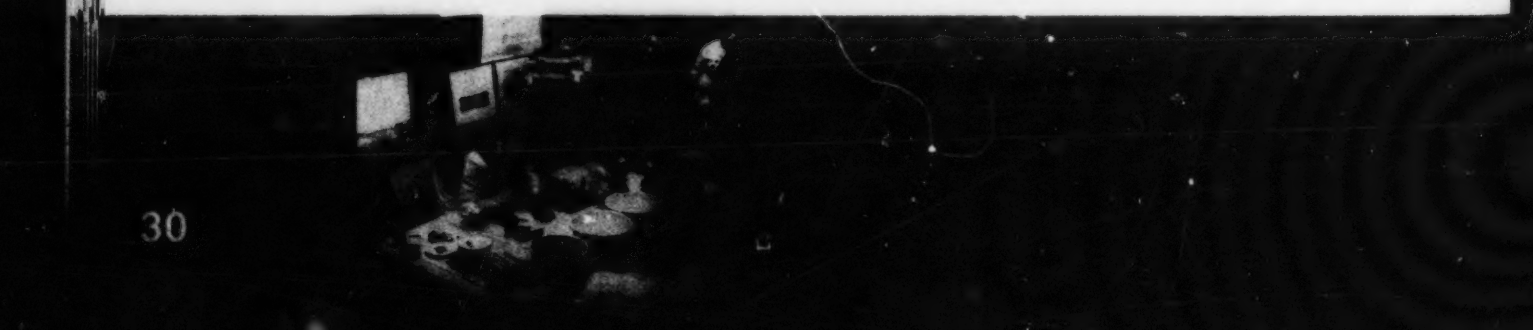
The Student Guidance Information System provides students with information pertaining to careers, training required, and Saskatchewan-based training programs. It has been established by Saskatchewan Education, based on a similar Ontario system, to assist students to develop career decision making strategies. The information is available to students through Sask-Ed-Net. School divisions can set up the information base locally, eliminating the costs of long distance charges. Eight school boards have done so.

For a number of reasons, 1985 is a memorable year for the Safe Graduation Program. The first is the continued improvement in the statistics relating to deaths, traffic accidents and irresponsible behavior.

The second is that the provincial Safe Graduation Program received the Saskatchewan Child and Youth Safety Award for 1985. The award recognizes the involvement and contribution youth have made to responsible behavior in Saskatchewan.

Another important development was the provincial Safe Graduation Committee's decision to support the development of the Students Against Driving Drunk Program (SADD). The provincial Safe Graduation committee provided $3,000 to help the SADD program become established.

The provincial Safe Graduation Committee recognized the difficulty Safe Grad representatives have obtaining appropriate print and audio-visual material. To assist students, the provincial committee produced a large supply of tabloid newspapers, and provided copies to all grade 12 students in Saskatchewan. The provincial committee purchased 10 copies of *The Alcohol You* and 10 copies of *Just Another Friday Night*. These films deal with parties, alcohol and driving.



Jilin Art and Student Exchange

In September 1984, the Government of Saskatchewan signed an agreement providing for an art and student exchange with the Chinese province of Jilin.

Working with school divisions in the province and the Society for Education through Art, Saskatchewan Education identified 200 works of Saskatchewan student art that were subsequently sent to the province of Jilin, China.

In return, Saskatchewan received 200 works of Chinese student art. These works were displayed in the spring of 1985 at an opening in which the Minister of Education for Jilin was able to attend. Following this opening, the art works were made available for display in school divisions and for special events.

Also, two student artists from Jilin visited Saskatchewan. Sun Hong (age 11) and You Fang (age 13) demonstrated their skills in watercolor painting to many Saskatchewan teachers and students. While the two Chinese student artists were in Saskatchewan, the two Saskatchewan student artists (Shelley Deck, Lumsden; and Kevin Regier, Swift Current) were visiting China demonstrating their talents.

International Youth Year

Saskatchewan Education participated in a provincial selection committee that provided funding to school boards, provincial organizations, and community groups for projects and activities that recognized the contribution that youth make to our society. As well, the department initiated the development of a provincial education youth year committee consisting of representatives from both universities, L.E.A.D.S., the STF, the SSTA, and the Saskatchewan Home and School Association. Using funds from Saskatchewan Heritage and the federal government, this committee hired four students to collect the names of Saskatchewan youth between the ages of 16 and 24 who gained national recognition in such areas as sports, the arts, entertainment and academics. The reports of these achievements were put together in a display that travelled throughout Saskatchewan in the summer of 1985.

Job Search Handbook

In a joint project with Saskatchewan Advanced Education and Manpower, a Job Search Handbook was developed to help young people prepare a resume, conduct a job search, and present themselves at an interview.

The publication will serve as a practical guide providing a step-by-step approach to youth who are looking for work.

Copies of the handbook have been mailed to youth organizations throughout Saskatchewan, to students in grades 10 to 12, and to secondary and post-secondary institutions.

Space Shuttle Flight

Saskatchewan Education co-ordinated the efforts of several schools and hundreds of students in collecting soil samples for the October,1984 flight of the Challenger space shuttle. Aboard this shuttle was Canada's first astronaut, Marc Garneau. Following his space flight Saskatchewan Education made arrangements to have many of the participating students meet with Marc in a special ceremony held at the Ron Mitchell Centre in Regina.

The purpose of the experiment was to compare the actual amount of moisture in the soil to the amount measured by special radar equipment aboard the Challenger.

SERVICES TO TEACHERS

[redacted]

The department is responsible for all matters related to the issuing of teacher certificates in the province.

The Board of Teacher Education and Certification oversees teacher education and certification, and is advisory to the Minister. In addition, this board hears appeals from teachers when eligibility for certification is in question. Fourteen appeals were reviewed by the board in 1984-85.

Basic certification requirements were increased on Dec. 31, 1984. The new requirements are four years of post-secondary training, and a university degree. This is a significant milestone in the attempt to improve the quality of the teaching force. Vocation teachers continue to be certified on the basis of three years of creditable training.

Enrolments in regular teacher education programs in 1984 remained relatively the same as in the year previous. The University of Saskatchewan had 1,672 students, and the University of Regina had 976 students.

The Teacher Classification Board which hears appeals from teachers regarding salary classification, heard 17 appeals, four of which were allowed.

Tables 13 to 20 in the statistical section of this report provide information regarding the teaching force. The province continues to experience a general surplus of teachers.

[redacted]

Accreditation allows teachers to determine final marks for students in grade 12 subjects for which accreditation privileges have been granted. Approximately 1,200 practising teachers in Saskatchewan have been accredited.

In Saskatchewan, approximately 60 per cent of all grade 12 final marks are set by accredited teachers. The other 40 per cent of marks are set through departmental examinations.

Consultative services on requirements teachers must fulfill to become accredited are provided and records of accredited teachers are maintained.

[redacted]

The provincial inservice teacher training program on student evaluation continued during the reporting year.

Its objectives are:

- To enhance the repertoire of teacher skills and abilities on student evaluation
- To improve the validity and reliability of student evaluation procedures
- To extend the range of evaluation procedures used
- To link assessment with programming decisions
- To improve the comparability of grading systems from school to school and
- To focus attention on the need to regard evaluation as a function broader than grading.

As a follow-up to these inservice activities, a handbook on student evaluation was distributed to all teachers. Two hundred teachers have also been trained as workshop leaders to offer the inservice program in their school divisions.

In October, 1984, the Saskatchewan Teachers' Federation put forward a proposal designed to alter some parts of the agreement which expired on Dec. 31, 1984. It was submitted to the Government/ Trustee Bargaining Committee which, in turn submitted a counter-proposal. Discussions continued on these proposals with consideration being given to such matters as salary, administration allowances, superannuation, group insurance and other benefits.

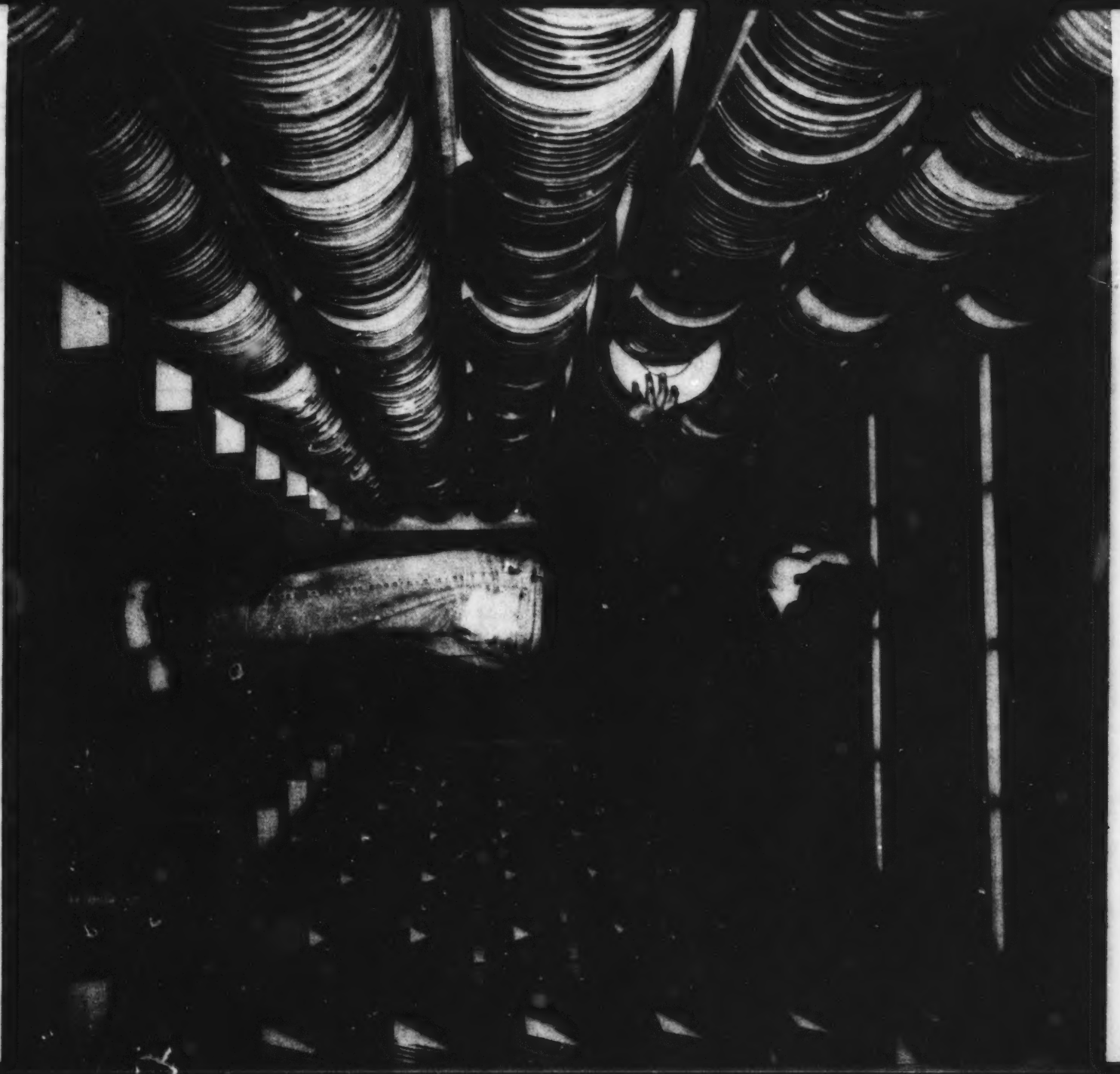
However, provincial negotiations for a collective agreement between Saskatchewan teachers, boards of education and the provincial government were not concluded during the year under review.

Boards of reference are semi-judicial bodies established to provide an independent review of reasons for the termination of teacher contracts.

Six applications were received from teachers requesting boards of reference under *The Education Act* to investigate the termination of their contracts. One application was refused, four were withdrawn by the applicants and a board of reference was established and rendered a decision in the remaining case.

In 1982, fewer than 50 classroom teachers in the province reported that they had more than one course in computer science. In order to address this problem, Saskatchewan Education and SaskComp are co-operating to provide an inservice program that targets the classroom teacher. This program will train as many as 100 teachers to provide educational computing knowledge and expertise at the local level.

Each participant will receive 10 days of training during 1985-87, and, in addition to self improvement, each will obtain packages for delivery at the local level. This program focusses on the computer as a tool, assisting educators to understand how they and their students can make good use of computers inside and outside the classroom.



SERVICES TO SCHOOLS

[redacted]

In addition to the activities of the various provincial consultants, Saskatchewan Education modified its focus in relation to program implementation and consultative support. Commencing with the 1981-82 school year, a seconded teacher was placed in each region to act as a facilitator and co-ordinator of program implementation. These teachers, who were given the position title of "Regional Co-ordinator of Curriculum," co-operate with Program Development Branch personnel and Department of Education consultants in the necessary teacher inservice activities for new or revised provincial programs. They also are available to support those inservice projects initiated by Directors/Superintendents and professional development committees.

Instead of the subject specialist role which was formerly assigned to the seconded personnel in the regional offices, those now on staff were chosen on the basis of skills required to co-ordinate and provide program implementation and service to teachers. To facilitate this process they utilize and co-ordinate the services of consultants and practicing teachers with specific expertise. These persons come from the universities or school systems.

Teachers and consultants recognized for certain expertise are seconded for short periods of time from boards of education and involved in an intensive program designed to train them as workshop leaders. These persons are then available for regional and inter-regional inservice activities.

During 1983-84, major training sessions with subsequent workshops were undertaken in the areas of Mathematics - Division I and II; Multi-grades; Computer Literacy/Science Computer Awareness; Music; Career Education; Physical Education and Home Economics — Division IV.

Regional workshops were also organized in response to assessed local needs or requests from school divisions. Some of these included such areas as: Kindergarten; Language Arts; Supervision — Policy and Practice; Leadership; Core French; Teaching Skills — Teaching Strategies; Problem-Solving — Conflict Resolution; Environment Education; Role of the Regional Office; Special Education; Time Management.

[redacted]

Educational Media Services offers a 16mm film loan service to schools and the public, an audio and video tape service and technical facilities to assist Saskatchewan producers of educational programming.

The media collection consists of 3,085 film titles, 1,971 video programs, 740 audio programs and 97 multi-media kits.

Over 102,000 media resources were circulated throughout Saskatchewan during the 1984/85 years. These figures are outlined in the statistical section of this report.

The tape duplication service has seen a six per cent increase in video duplication over the same period last year. A breakdown of 1984/85 duplication statistics is shown in the statistical section of this report.

During the reporting year, technical facilities were provided for the production of 167 individual programs. Fifty-five programs were produced for government departments and agencies, 68 for non-profit agencies, 35 for Saskatchewan's two universities, and nine for commercial clients.

EMS provided audio and video duplication services to a variety of clients: educational systems received 10,609 video and 1,516 audio duplications; government departments and agencies 3,665 video and 11,588 audio duplications; non-profit organizations 1,323 video and 1,705 audio duplications; and commercial clients 476 video and 1,620 audio duplications. Total duplications were 16,073 video programs and 16,429 audio programs.

[redacted]

The department continued to promote and support the Saskatchewan Educational Network, Sask-Ed-Net, a micro-computer — based communications network made up of independent stations or nodes established by agencies who wish to provide information within the educational system. Eight school boards have established nodes, and four more have been set up in the department.

The network gives students and educators an electronic messaging capability, support for various distance education services and a means for software distribution. Through Sask-Ed-Net the department provides access to Student Guidance Information System , instructional materials bibliographies, and a bulletin board.

[redacted]

Education Week 1985 in Saskatchewan was celebrated the first full week of March. In keeping with the spirit of Saskatchewan Heritage 1985, the theme was: Education — Part of our Past, Key to our Future.

Schools throughout the province included events such as open houses, art displays, classroom visitations, and educational forums in their special activities of the week.

The provincial Education Week Committee, which includes representatives from Saskatchewan Advanced Education and Manpower, Saskatchewan Education, Saskatchewan School Trustees Association, Saskatchewan Teachers' Federation, the League of Educational Administrators, Directors and Superintendents, Saskatchewan Federation of Home and School Associations, the University of Regina and the University of Saskatchewan, planned promotional activities and material to assist and encourage schools and communities to participate.

[redacted]

During the 1984-85 year, a number of initiatives in Driver Education were undertaken:

- Work continued on the development of an enriched course of studies in driver education
- A new policies and practices administration booklet for school administrators and driver education instructors involved in conducting Saskatchewan school driver education program was completed and distributed
- A four-week driver instructor preparatory course, co-sponsored by the department and the Saskatchewan Technical Institute, was held in Moose Jaw during July and August, 1984
- The Saskatchewan Driver Educators' Association provided valuable assistance in advancing the aims and objectives of Saskatchewan's driver education by co-sponsoring a major driver and traffic safety symposium
- Consultative services were provided on all aspects of the driver education program, including interpretation of department policy, program, staffing and delivery.

[redacted]

The Driving Without Impairment (DWI) Program, an innovative educational approach to dealing with the serious problems associated with drinking and driving, is targetted primarily at first-time convicted impaired drivers.

Although supported by the department, this program's strength is drawn from community groups who offer it in 40 Saskatchewan communities. DWI courses are conducted in these communities by well-qualified, trained instructors who are members of the local community.

The 16-hour course consists of formal lectures, group discussions, films and resource speakers which address a wide range of topics related to drinking and driving.

Consultative services were provided to every local group conducting the program during the reporting year. Workshops were conducted in Saskatoon and Regina.

Thirty-two participants attended instructor courses and returned to their communities able to assume teaching responsibilities.

Two meetings of co-ordinators and representatives of local DWI committees were held. Over 60 representatives attended and returned to their communities able to assume leadership in furthering the aims and objectives of the DWI Program.

Work commenced during the reporting year on the development of a new, combined program administration manual and curriculum guide to assist local groups in delivering the program.

Saskatchewan Education administers examinations for grade 12 students instructed by nonaccredited teachers.

Department examinations are written in January, June and August.

Traditional examinations were prepared for four subjects at the grade 12 level while machine-scored examinations were prepared for 21 subjects. Over the three sittings, a total of 26,216 papers were marked; approximately two-thirds by machine, one-third by hand.

Six hundred and thirty-six writing centres were provided in-province and 17 were provided out-of-province over the three sittings.

Tables 9, 10 and 11 in the statistical section of this report provide more details.

The Educational Relations Board serves in an advisory capacity to help parties in the resolution of disagreements arising out of negotiations of local collective agreements. It also administers boards of conciliation and appoints mediators or arbitrators when required.

During the reporting year, the board included J. Gordon Goodfellow and D. Jim Phillips, appointed by the Saskatchewan School Trustees Association; Karen Rongve and Susan Bates, appointed by the Saskatchewan Teachers' Federation and Ronald Barclay, appointed by fellow board members.

One request for appointment of a mediator, four requests for establishment of a conciliation board and one request for establishment of an arbitration board were considered.

The Educational Relations Board is also responsible for designating employees as being out of the scope of the provincial collective bargaining agreement.

The board received seven requests to designate persons employed as out of scope.

This three member commission held one hearing during the reporting year. It involved a boundary dispute between the Kerrobert School Division No. 44 and the Wilkie School Division No. 59.

The commission investigates and makes recommendations on school division boundary matters referred to it by the Minister of Education.

Members of the commission were J. Gordon Goodfellow, William Werezak and Linda Hornung.

[redacted]

Saskatchewan Education provides administrative and advisory support services to boards of education on school law, land transfers and school division boundary changes.

During the reporting year, land transfers were made involving the following divisions:

- Wadena S.D. No. 46 and Humboldt Rural S.D. No. 47
- Estevan Rural S.D. No. 62 and Weyburn Central S.D. No. 73
- Rosetown S.D. No. 43 and Kindersley S.D. No. 34
- Saskatoon (West) S.D. No. 42 and Outlook S.D. No. 32
- Battleford S.D. No. 58 and Wilkie S.D. No. 59
- Yorkdale S.D. No. 36, Yorkton R.C.S.S.D. No. 86 and Yorkton S.D. No. 93
- Thunder Creek S.D. No. 78 and Buffalo Plains S.D. No. 21
- Long Lake S.D. No. 30 and Lanigan S.D. No. 40.

Land previously not included in any school division was added to the following school divisions:

- Broadview S.D. No. 18
- Lanigan S.D. No. 40
- Wilkie S.D. No. 59
- Maple Creek S.D. No. 17
- Tisdale S.D. No. 53.

The process of adding land previously designated as unorganized and not taxed, to school divisions continued during the reporting year. Such land was added to the following school divisions:

- Wadena S.D. No. 46
- Hudson Bay S.D. No. 52
- Tisdale S.D. No. 53
- Parkland S.D. No. 63
- Northern Lakes S.D. No. 64
- Turtleford S.D. No. 65
- Meadow Lake S.D. No. 66.

Alterations were made to the sub-divisions of the following school divisions:

- Cupar S.D. No. 28
- Saskatchewan Valley S.D. No. 49
- Hudson Bay S.D. No. 52.

A new sub-division was established in the Arcola School Division No. 72.

[redacted]

A comprehensive range of services is provided to boards of education, professional staff and the public through central office personnel and through regional office personnel in Weyburn, Swift Current, Yorkton, Saskatoon, Melfort, North Battleford and Regina.

Through this structure, staff consult directly with boards of education on matters relating to general school administration, finance, capital projects, special education services, and curriculum and program implementation.

Regional and central office staff further assist with interpretation of educational, legislation and regulations and department policy.

The move from provincially employed superintendents of education to locally employed directors is nearing completion. The department employs 6½ superintendents of education to provide superintendent services to the following jurisdictions:

Wood River S.D. No. 70

Mathieu R.C.S.S.D. No. 7

Mankota Our Lady of Fatima R.C.S.S.D. No. 90

Thunder Creek S.D. No. 78

Pense S.D. No. 98

Grand Coulee S.D. No. 110

Gray S.D. No. 101

Deer Park S.D. No. 26

Melville S.D. No. 108

St. Henry's R.C.S.S.D.No. 5

Melville Comprehensive High School Board

Sturgis S.D. No. 45

Humboldt Rural S.D. No. 104

Humboldt R.C.S.S.D. No. 15

Humboldt High School Division

St. Olivier R.C.S.S.D.

Wilcox St. Augustine R.C.S.S.D. No. 91

Athol Murray College of Notre Dame

Ile a la Crosse S.D. No. 112

Creighton S.D. No. 111

Municipal Corporation of Uranium City and District

The maps at the end of the statistical section of this report show boundaries of Saskatchewan school divisions and the location of the department's regional offices.

[redacted]

The department operates an office in La Ronge to provide educational services to northern school divisions.

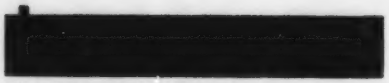
The office calculates and administers grants paid to northern school divisions, assists with the development of northern and native curriculum materials and provides superintendent services.

As is the case with other regional offices, a curriculum co-ordinator and special education co-ordinator also work out of the La Ronge office. In addition, three contractual staff provide special education services in lieu of an established shared services area.

Northern Style, a newspaper for Northern Saskatchewan's young people, is also produced and distributed by the office.

One superintendent of education was assigned to supply supervisory, advisory and support services to the boards, staff, parents and students of private schools and certain small school divisions. Arrangements were made with other directors and superintendents of education to supply services as the conditions warranted.

In 1984-85, total enrolment in the private residential high schools was 1,811 (this includes College Mathieu in Gravelbourg). Enrolment in the 33 private alternative elementary programs and private schools with specialized programs (e.g. Alta Vista High School; Ranch Ehrlo) was 1,005.



The Information Bureau is responsible for improving cost saving measures in production of print materials for the department by facilitating tendering of all publications.

Services to the department and the Teachers' Superannuation Commission included writing, editing, typsetting, illustrating, designing, layout, and supervising production and printing projects at government agencies and commercial printing companies. Bureau staff helped department branches and divisions plan communication strategies, and are responsible for advising on public communications, public relations and advertising. More than 850 permanent jobs on file were either produced in whole or in part by the Information Bureau.

Over 200 temporary, or one-time only projects were also produced during the fiscal year.

The Saskatchewan Book Bureau continued to serve the province in 1984-85 as a retail distributor of school textbooks, workbooks, reference books and related non-print materials authorized and approved by the Curriculum Development Division for use in Saskatchewan schools. The Book Bureau purchased all items directly from publishers in large quantities at discounted prices and sold them to school divisions, dealers, teachers and students at minimum cost.

A very economical transportation rate of $4.07 per hundred weight, without minimum weights, pick-up or delivery charges, was negotiated on the basis of tenders submitted by various transporters. The same rate was applicable to all shipments coming out of Toronto and Montreal, effective for the fiscal year under review. Negotiations were successful because the rate was only slightly higher than the previous year when the rate was $3.99 per hundred weight.

The Saskatchewan Technical Institute in Moose Jaw, the Wascana Institute of Applied Arts and Sciences in Regina and the Kelsey Institute of Applied Arts and Sciences in Saskatoon were all covered in the contract. The same rate applied to all locations. All transportation charges from publishers and to customers were paid by the bureau.

Customers were provided with an English order form, and for schools offering French classes, a French order form was provided. The forms were prepared to serve a specific purpose: handling orders quickly and accurately. The order forms contained full titles and prices of all print and non-print materials stocked in the warehouse on a year-round basis. Product numbers were assigned to all titles and customers were asked to use bureau order forms in order to prevent costly errors that occur when numbers and/or titles are transposed to a blank purchase order.

The bureau encourages school officials to project their requirements and consolidate a number of small orders into one large order and thereby assist in reducing administrative processing costs.

The automated inventory-sales-accounts receivable system and the automated general ledger system provided very effective and appropriate functions for a streamlined operation. Equipment caused few problems and the system caused few delays in order processing and very limited backordering.

Stock inventory at year end was $974,546, which was $113,532 less than the previous year-end figures.

The Book Bureau has full responsibility for the purchase and resale of Correspondence School course materials, related cassettes, film strips and mineral chips. Adult Basic Education Curricula and English as a Second Language materials were also distributed and sold on behalf of Saskatchewan Advanced Education and Manpower.

During this fiscal year, the Book Bureau processed 12,009 documents (invoices) . The documents involved 11,547 charge and cash orders. The sales volume totalled $4,167,988 compared to $4,085,348 in the previous fiscal year, an increase in sales of approximately two per cent.

A net income of $161,380 was transferred to Saskatchewan Education's appropriation as verified in the auditor's report. Operating costs are expected to increase. However, this is expected to be matched by an increase in the volume of sales. For these reasons the same percentage mark-up will be retained for the 1985-86 fiscal year.

Guidance

In 1984, the Minister of Education appointed the Guidance Reference Committee to conduct an assessment of guidance programs and services in schools. The committee based its assessment on the recognition that in order for students to function successfully, they must possess skills and attitudes that will assist them to adjust to the changes they will face in the school, home, community and work place.

The Guidance Reference Committee is in the process of completing the final report which represents committee deliberations and recommendations for changes in the area of guidance including career education.

The final report represents the culmination of the assessment process. Issues assessed included: philosophy, structure, personnel, support services, materials and handbooks.

Technical-Vocational/Comprehensive Schools Review

The department is conducting an assessment of technical and vocational education in Saskatchewan and a review of the philosophy and role of comprehensive schools as a delivery system for a comprehensive educational program. As a first stage, meetings have been held with comprehensive schools to identify issues and concerns. A review committee will be established.

This project is part of a larger Secondary School Renewal Project in which Saskatchewan Education is engaged. The other complementary activities are a Secondary/Post-Secondary/Workplace Articulation Strategy that is being developed jointly with Saskatchewan Advanced Education and Manpower and Alternative Program Policies Development. It is primarily concerned with creating alternative paths to grade twelve certification.

Heritage Languages

The Advisory Committee on Heritage Languages was established to advise the Minister of Education on the provincial role of heritage language instruction. The committee is constructing a review of heritage language programs in Saskatchewan and elsewhere, and a series of public meetings was held in various communities in Saskatchewan. The committee is expected to report early in 1986.

FINANCE

Capital Grants

Construction and financing of school facilities is a responsibility the provincial government shares with boards of education.

An average of 90 per cent of school construction costs are paid by the Government of Saskatchewan under the capital grant program now in place.

During the 1984-85 school year, 102 projects received approval at a total estimated cost of $54,470,021.

Of this total, 27 projects were for roof repairs while 75 were for capital construction. Table 21 in the statistical section of this report provides a further breakdown of construction costs.

Some 38,515.2 square metres were approved for new construction and 20,978.65 square metres were approved for major renovations.

The average approved cost including consultants' fees but excluding unfixed furniture, equipment, land costs and external works, was $823.67 per square metre for new work and $694.43 per square metre for renovations.

One hundred and two school construction projects, estimated to cost $54 million, have been approved. Direct provincial grants amount to $12 million. Projects include new schools for Lloydminster, Prince Albert, St. Gregor, Kronau, Pelican Narrows and Wollaston Lake.

Foundation Grants

Boards of education receive funds from three sources: local revenue collected via property taxes, provincial grants via Saskatchewan Education's foundation grant formula and in some cases via tuition fees from other boards of education, the federal government and individuals.

The foundation grant distributes provincial monies to boards of education based on a formula designed to provide equality of educational opportunity.

The formula is based on recognized expenditures established on a per pupil basis. These expenditures represent the costs school divisions incur while providing a desirable and realistic level and range of educational programs. Administration, teaching, building operation and maintenance, non-capital furniture, equipment, renovations and repairs, transportation to special events, bank charges and interest expenses are all considered expenses for the purpose of these grants.

The other part of the formula is recognized revenues which measure a board of education's ability to pay. Revenues are based partly on property assessments which are equalized to ensure comparability of assets from jurisdiction to jurisdiction.

This equalization principle forms the basis of the foundation formula. The greater the difference between recognized expenditures and ability to pay, the larger the grant.

The goal of this formula is to make it possible for each school system to provide a desirable and realistic level and range of programs and services without an unduly high local tax rate.

In 1984-85, total school grants amounted to $361,417,329.

Table 22 in the statistical section shows total grant figures from 1979 — 1985.

Foundation Grants

The foundation grant formula for 1985 included per pupil rates of:

	Major Urban Divisions	Other School Divisions
Kindergarten	$1,185	$1,207
Division I & II	2,300	2,337
Division III	2,499	2,543
Division IV	2,837	2,884

Other Factors

The rural per pupil transportation rate was set at $108 and the rate per kilometre per day was set at $124. The allowance to parents was 19.7 cents per vehicle kilometre.

Rates for second language instruction and special education were increased.

The small schools factor rates and method of calculation are unchanged from 1984.

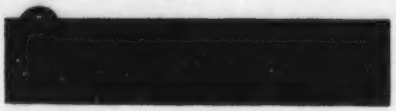
The formula for calculating enrolment decline also remained unchanged in 1985. Students attending comprehensive schools in Melville, Prince Albert, Estevan and Swift Current were included in the enrolment decline calculation of their home school jurisdiction.

The computational mill rate used in the 1985 foundation grant calculations was 95.5 mills for all school divisions.

Northern Boards of Education

In the 1985 grant formula, the factors used to calculate the grant for northern boards of education reflect those used in the south. The rate established for the basic per pupil rates, the computational mill rate, the sparsity rate and the recognition for the locally employed director of education were those used in rural school divisions in the south. Additional recognition was introduced to assist in the excessive costs of the operation of teacherages in the north. The recognition recognized the amount of the expenditure in excess of costs over those for teacherages in southern school divisions.

In 1985, the basic per pupil rates increased for Division I from $1,047 to $1,207; Division I and II from $2,011 to $2,337; Division III from $2,192 to $2,543; and, Division IV from $2,2496 to $2,884. The computational mill rate was increased from 88 mills in 1984 to 95.5 mills in 1985.



Saskatchewan Education provides grants to various agencies which provide services for Saskatchewan students.

These include provincial and national educational associations and organizations representing special interests in education

The following is a list of grants to educational agencies in 1984-85:

Gabriel Dumont Institute (SUNTEP) — $829,290

Council of Ministers of Education — $45,360.

Canadian Education Association — $34,070

School for the Deaf — Home and School — $5,000

Pearson College — $11,500

University of Saskatchewan Principals' short course — $1,000

Association of School Business Officials of Saskatchewan — $1,000

Saskatchewan Federation of Home and School — $10,000

Overseas Book Centre — $3,000

Canadian National Institute for the Blind — $15,000

Education Week Committee — $4,000

Association of Superintendents and Directors of Education (L.E.A.D.S.) — $2,000

West German Student Exchange — $8,000

Saskatchewan Association of Teachers in German — $2,000

L'Association D'Education et Langue François (ACELF) — $1,080

Family Life Saskatchewan — $3,500

Terry Fox Canadian Youth Centre — $20,754

Council for Exceptional Children — $500

Local Government Administration Program, University of Regina — $6,000

Public Legal Education Association — $5,000

Northern Teacher Education Program — $1,242,140

Wheatlands Project — $7,500

Saskatchewan School Trustees Association — $3,000

Saskatchewan High School Athletic Association — $5,000

Board of education operating expenditures are found in Table 27. Table 23 shows 1984 Revenue Fund Receipts and Disbursements.

Tax arrears at year end 1984 were $31,244,925 as compared to $28,249,068 at year end 1983. This represents an increase of approximately $3 million in tax arrears.

LEGISLATION

During the year under review, *The Education Act* was amended by *The Canadian Charter of Rights and Freedoms Consequential Amendment Act, The Education Amendment Act, 1985* and *The Education Amendment Act, 1985* (No. 2), which in addition to several housekeeping amendments, made the following changes:

- Removed two minor provisions which were considered to be in conflict with The Charter of Rights and Freedoms
- All board of trustee members were elected in 1985 for three year terms in a manner similar to board of education members and
- Boards of education were given greater authority with respect to unpaid taxes recovered by the municipality, and the disposal of property.

The *Local Government Election Act* was amended by *The Local Government Election Amendment Act*, 1985, which, in addition to several housekeeping amendments, made the following changes;

- Boards of education in the Northern Saskatchewan Administration District have the authority to alter the date of the election in order to respond to the northern economy
- Boards of education and urban municipalities have greater statutory options for co-operation
- Advance polls are now required in all parts of Saskatchewan and
- Voting rights of the disabled and ill were clarified.

Job Search Handbook
Saskatchewan
REACHING OUT
PLAN OF ACTION
Directions

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STATISTICAL TABLES

1. Comparative statement of enrolments for all organized schools, 1979-84 52
2. Enrolment for all organized schools, 1979-84 52
3. Enrolments, teachers and school divisions, 1984-85 53-54
4. Enrolments for organized schools, 1984-85 55
5. Correspondence School — high school enrolment, 1984-85 55
6. Enrolment in French language programs, 1984-85 56
7. Enrolments for private and alternative schools, 1977-85 56
8. Educational services to children with handicaps, 1984-85 57
9. Grade 12 examinations, January semester, 1978-85 57
10. Grade 12 examinations, June semester, 1978-85 57
11. Grade 12 supplemental examinations, August 1978-85 58
12. A three year comparison of teams competing in SHSAA programs 58
13. Teaching staff, 1970-85 58
14. Teachers employed, 1984-85 59
15. Teachers' average salaries, 1970-85 59
16. Teachers' average salaries, 1984-85 59
17. Teachers' — percentage distribution by classification, 1984-85 59
18. Teacher recruitment from other Canadian provinces, 1984-85 60
19. Teacher recruitment from other countries, 1984-85 60
20. Certification, College of Education students, 1984-85 60
21. Capital projects approved during 1984-85 60
22. Grants to schools, 1979-85 61
23. 1984 revenue fund receipts and disbursements for all schools under the administration of Saskatchewan Education 61
24. School division as of June 30, 1985 62
25. 1984 statement of assets and liabilities for all schools under the administration of Saskatchewan Education 62
26. Dial-A-Film Activity, 1984-85 63
27. 1984 Board of Education operating expenditures 63
28. School division map 64
29. Regional boundaries map 64
30. 1984-85 major capital projects 65

Table 1
Comparative statement of enrolment for all organized schools, 1979-85

Grade	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Kindergarten	14,497	14,960	15,254	15,727	15,733	16,375
Grade 1	16,189	16,469	16,455	16,808	17,113	17,158
Grade 2	15,525	15,230	15,302	15,524	15,905	16,109
Grade 3	15,417	15,282	14,995	15,248	15,260	15,732
Grade 4	15,292	15,355	15,081	14,998	15,176	15,192
Grade 5	15,624	15,345	15,137	15,062	14,942	15,137
Grade 6	15,456	15,482	15,010	15,077	15,043	14,889
Grade 7	15,900	15,732	15,753	15,500	15,367	15,249
Grade 8	16,557	15,349	15,117	15,352	15,118	15,032
Grade 9	16,793	15,692	14,625	14,782	15,041	14,862
Grade 10	16,951	15,869	14,805	14,047	14,113	14,494
Grade 11	15,573	15,348	14,399	13,864	13,168	13,160
Grade 12	14,071	14,298	14,253	13,812	13,687	12,884
Other	3,515	3,850	3,261	2,980	2,886	2,947
Total	207,360	204,261	199,447	198,781	198,552	199,220

Note: figures in this table do not include pupils enrolled in correspondence schools, private schools, the R.J.D. Williams Provincial School for the Deaf, or government-aided schools.

Table 2
Enrolment for all organized schools, 1979-85

	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Rurals (formerly units)	96,828	94,179	91,869	90,926	90,320	89,924
Rurals (non-units)	6,158	5,989	4,477	4,553	4,516	4,584
Urbans	98,749	98,359	97,277	97,822	98,388	99,418
Northern Saskatchewan	5,625	5,734	5,824	5,480	5,328	5,301
Total	207,360	204,261	199,447	198,781	198,552	199,220

Note: figures in this table do not include pupils enrolled in correspondence schools, private schools, the R.J.D. Williams Provincial School for the Deaf, or government-aided schools.

Table 3
Enrolments, teachers and school divisions, 1984-85

Rural (formerly units)	Enrolment	Teachers	Schools
Arcola	1,913	118	10
Assiniboia	1,276	87	9
Battle River	1,654	108	11
Battlefords	1,395	82	7
Biggar	1,049	73	9
Blaine Lake	986	66	5
Borderland	1,112	84	6
Broadview	1,320	86	5
Buffalo Plains	2,288	130	11
Canora	1,150	66	6
Cupar	1,628	102	7
Davidson	1,102	71	7
Deer Park	703	45	7
Eastend	804	59	6
Estevan Rural	1,041	68	8
Eston-Elrose	1,301	87	8
Gull Lake	717	45	5
Herbert	1,178	85	11
Hudson Bay	1,741	105	9
Humboldt	1,937	127	16
Indian Head	1,647	101	7
Kamsack	1,187	77	8
Kerrobert	1,560	102	11
Kindersley	1,682	96	8
Kinistino	1,154	73	6
Lanigan	1,326	83	10
Last Mountain	1,540	106	10
Leader	995	75	11
Long Lake	1,322	85	7
Maple Creek	1,215	79	12
Meadow Lake	2,531	152	12
Moosomin	1,608	98	6
Nipawin	2,710	155	12
Northern Lakes	1,577	108	8
Outlook	1,441	98	10
Oxbow	1,321	79	10
Parkland	1,874	115	10
Potashville	2,462	143	14
Prairie View	1,073	77	8
Prince Albert Rural	2,209	135	13
Radville	727	49	7
Regina (East)	1,161	75	7
Rosetown	1,567	103	12
Saskatchewan Valley	3,949	220	15
Saskatoon (East)	2,202	136	10
Saskatoon (West)	2,657	163	13
Shamrock	1,589	92	8
Shaunavon	1,105	80	11
Sturgis	1,371	87	10
Swift Current Rural	864	65	10
Thunder Creek	1,278	73	10
Tiger Lily	1,210	74	6
Tisdale	1,915	115	12
Turtleford	1,363	85	8
Wadena	2,280	131	12
Wakaw	1,449	102	7
Weyburn	849	55	8
Wilkie	1,352	100	9
Wood River	785	59	11
Yorkdale	1,515	93	12
Total	89,917	5,688	554

Rurals, villages and towns	Enrolment	Teachers	Schools
Christ King R.C.S.S.D.	147	8	1
Grande Coulee	64	4	1
Gray	11	1	1
Lemberg	159	12	1
Mankota Lady Fatima	46	3	1
Mathieu R.C.S.S.D.	107	8	1
Neudorf	144	13	1
Paynton	111	8	1
Pense	125	7	1
St. Alphonse R.C.S.S.D.	63	4	1
St. Gabriels R.C.S.S.D.	160	8	1
St. Olivier R.C.S.S.D.	113	7	1
Spiritwood R.C.S.S.D.	154	8	1
Unity R.C.S.S.D.	209	12	1
Wilcox	51	3	1
Wilkie R.C.S.S.D.	222	14	1
Balcarres	477	31	2
Gravelbourg	379	25	2
Grenfell	397	26	2
Humboldt	408	11	1
Humboldt R.C.S.S.D.	561	22	2
Humboldt CI	183	32	1
Wolseley	293	17	2
Total	4,584	284	28

Table 3
Enrolments, teachers and school divisions, 1984-85

Cities	Enrolment	Teachers	Schools
Estevan	1,019	66	5
Estevan R.C.S.S.D.	612	37	4
Estevan Comp.	620	34	1
Lloydminster	1,272	166	10
Lloydminster R.C.S.S.D.	357	39	4
Melfort	1,399	81	4
Melville	630	34	4
Melville R.C.S.S.D.	372	20	1
Melville Comp.	440	26	1
Moose Jaw	5,112	301	15
Moose Jaw R.C.S.S.D.	1,445	89	6
North Battleford	2,230	119	7
North Battleford R.C.S.S.D.	1,447	84	6
Prince Albert	3,840	226	13
Prince Albert R.C.S.S.D.	2,374	154	12
Prince Albert Comp.	1,440	75	1
Regina	23,831	1,316	67
Regina R.C.S.S.D.	9,661	547	38
Saskatoon	22,023	1,207	53
Saskatoon R.C.S.S.D.	10,406	579	35
Swift Current	2,100	140	8
Swift Current R.C.S.S.D.	242	15	2
Swift Current Comp.	1,002	53	1
Weyburn	1,653	93	6
Weyburn R.C.S.S.D.	425	21	2
Yorkton	2,652	158	8
Yorkton R.C.S.S.D.	814	53	4
Total	99,418	5,733	318

Northern Saskatchewan	Enrolment	Teachers	Schools
Creighton	459	27	1
Ile a la Crosse	348	22	1
Northern Lights	4,460	275	31
Uranium City	34	2	1
Total	5,301	326	34
Provincial Total	199,220	12,031	934

Note: Does not include government-aided, private or developmental centre schools.

Table 4
Enrolments for organized schools, 1984-85

Grade	Rural divisions (formerly units)	Other rural divisions	City divisions	Northern Sask-atchewan schools	Govern-ment aided schools	Develop-mental centres	Private schools	Total
Kindergarten	7,371	443	8,077	484	22	0	54	16,451
Grade 1	7,709	455	8,245	749	20	0	80	17,258
Grade 2	7,519	466	7,603	521	23	0	108	16,240
Grade 3	7,255	408	7,564	505	24	0	89	15,845
Grade 4	7,237	383	7,125	447	29	0	80	15,301
Grade 5	7,245	368	7,050	474	21	0	95	15,253
Grade 6	7,044	390	7,079	376	18	0	103	15,010
Grade 7	7,281	358	7,190	420	15	0	114	15,378
Grade 8	7,139	318	7,181	394	18	0	128	15,178
Grade 9	7,003	266	7,329	264	0	0	400	15,262
Grade 10	6,172	242	7,873	207	0	0	446	14,940
Grade 11	5,352	190	7,508	110	0	0	540	13,700
Grade 12	4,937	244	7,627	76	0	0	586	13,470
Other	653	53	1,967	274	30	89	185	3,251
Total	89,917	4,584	99,418	5,301	220	89	3,008	202,537

Table 5
Correspondence School — high school enrolment, 1984-85

	Grade 9	Grade 10	Grade 11	Grade 12	Total
Adults	119	470	592	1,673	2,854
School age	433	1,474	1,118	1,201	4,226
Total students	552	1,944	1,710	2,874	7,080
Type A total courses	839	2,607	2,277	3,432	9,155
Type B service	58	380	259	642	1,339
Total (A & B)	897	2,987	2,536	4,074	10,494

Type A service refers to the number of students registered for full instruction. Line 4 above displays the total number of courses for which these students were enrolled.

Type B Service refers to the number of correspondence courses purchased by teachers and school boards for use as teaching aids and for students taught in local schools with the aid of correspondence courses.

Table 6
Enrolments in French language programs, 1984-85

Program	Kgtn.	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Total
French language schools and advanced French	172	425	273	200	171	1,241
Immersion/bilingual	1,125	2,235	871	353	151	4,735
Core French	436	3,470	8,902	31,315	7,837	51,960
Total	1,733	6,130	10,046	31,868	8,159	57,936

Table 7
Enrolment for private and alternative schools, 1977-85

Year	Private high schools	Private (alternative) elementary programs	Total	Enrolment
1977-78	12	8	20	1,635
1978-79	13	16	29	2,255
1979-80	13	18	31	2,356
1980-81	11	20	31	2,470
1981-82	11	25	36	2,742
1982-83	10	30	40	2,463
1983-84	10	33	43	2,807
1984-85	10	33	43	2,816

Table 8
Educational services to children with disabilities, 1984-85

Nature of Special service	Nature of disability* TMR	ED	VI	HI	OH	LD	CHI	MH	Total
Special equipment	—	—	—	4	6	—	—	1	11
Consult with equip.	1	2	4	5	10	4	1	—	27
Teacher aid	106	41	9	19	49	35	21	37	317
Itinerant teacher	12	28	16	54	7	620	9	8	754
Resource room	104	98	34	94	11	1,935	29	15	2,320
Part-time spec. class	78	20	2	19	2	38	8	10	177
Full-time spec. class	268	99	4	35	14	54	4	60	538
Special school	219	59	1	3	26	10	6	105	429
Developmental centre	9	2	—	—	1	—	—	135	147
Spec. boarding school	22	41	—	—	—	1	—	—	64
Homebound instruction	—	1	—	—	—	—	4	—	5
Other	—	—	—	15	7	—	1	1	24
Total	819	391	70	248	133	2,697	83	372	4,813

*Totals include students designated as: TMR: Trainable Mentally Retarded; ED: Emotionally Disturbed; VI: Visually Impaired; HI: Hearing Impaired; OH: Orthopaedically Handicapped; LD: Learning Disabled; CHI: Chronic Health Impaired; MH: Multiple Handicapped

Table 9
Grade 12 examinations
January semester, 1978-85

Year	Candidates	Papers marked	Candidates completing the grade
1978	13,818	7,679	1,292
1979	10,328	8,150	734
1980	14,993	8,640	660
1981	14,898	8,706	693
1982	14,500	8,827	699
1983	13,000	9,375	706
1984	12,900	8,382	589
1985	13,000	7,844	561

Table 10
Grade 12 examinations
June semester, 1978-85

Year	Candidates	Papers marked	Candidates completing the grade
1978	16,461	20,330	11,530
1979	19,175	20,551	11,366
1980	18,838	19,489	10,966
1981	15,056	20,150	11,400
1982	14,500	19,896	11,437
1983	13,000	18,743	10,968
1984	12,900	18,743	10,675
1985	13,000	17,705	10,197

Table 11
Grade 12 supplemental examinations August, 1978-85

Year	Candidates	Papers marked	Candidates completing the grade
1978	420	530	50
1979	371	505	64
1980	449	640	70
1981	303	418	56
1982	499	643	116
1983	510	575	168
1984	476	676	123
1985	484	667	137

Table 13
Teaching staff, 1970-85

Year	Number of teachers	Net increase or decrease
1970-71	11,059	-660
1971-72	10,959	-100
1972-73	11,136	+177
1973-74	11,089	-47
1974-75	11,187	+98
1975-76	11,392	+205
1976-77	11,402	+10
1977-78	11,468	+66
1978-79	11,479	+11
1979-80	11,579	+100
1980-81	11,578	-1
1981-82	11,671	+93
1982-83	11,968	+297
1983-84	11,999	+31
1984-85	12,078	+79

Beginning in 1982-83, schools operating under the administration of the Department of Northern Saskatchewan transferred to Saskatchewan Education and are now included in this table.

These figures include central office professional staff, superintendents, directors and consultants.

Table 12
A three year comparison of teams competing in the SHSAA program

Total Team Entry			1982-83	1983-84	1984-85
Badminton			285	288	292
Basketball —	A	Girls	81	75	83
	A	Boys	69	69	62
	AA	Girls	60	51	45
	AA	Boys	41	31	34
	AAA	Girls	30	19	26
	AAA	Boys	27	19	24
	AAAA	Girls	24	17	10
	AAAA	Boys	24	16	11
	AAAAA	Girls		17	17
	AAAAA	Boys		17	17
Cross Country Running			146	146	146
Curling — Girls			266	256	257
Boys			267	272	264
Mixed			248	251	248
Football —		6 Man	36	36	36
		9 Man	21	22	22
	AAA	12 Man	12	12	13
	AAAA	12 Man	19	19	6
	AAAAA	12 Man			16
Golf — Sand			40	33	35
Grass			52	53	54
Soccer —	AA		23	19	18
	AAAA		27	29	28
	Girls				31
Track and Field			300	302	301
Volleyball —	A	Girls	156	168	182
	A	Boys	142	150	160
	AA	Girls	72	63	57
	AA	Boys	45	45	44
	AAA	Girls	34	33	34
	AAA	Boys	24	21	22
	AAAA	Girls	24	25	24
	AAAA	Boys	13	14	14
Wrestling			33	30	38
Totals			**2,645**	**2,618**	**2,671**

Table 14
Teachers employed, 1984-85

Class	Rural divisions (formerly units)	Others (rural village, town divisions)	Cities	DND and gov't aided	Northern divisions	Total
VI	178	5	555	0	12	750
V	1,059	53	1,464	11	63	2,650
IV	3,109	145	2,926	29	163	6,372
III	586	41	396	1	58	1,082
II	659	38	317	5	19	1,038
I	13	1	6	1	3	24
C	12	0	3	0	4	19
Other	72	1	66	0	4	143
Total	5,688	284	5,733	47	326	12,078

Table 15
Teachers' average salaries, 1970-85

Year	Salary grid	Average salaries
1970-71	1969	7,963
1971-72	1971	8,696
1972-73	1972	9,607
1973-74	1974	10,397
1974-75	1975	12,756
1975-76	1976	15,526
1976-77	1977	17,045
1977-78	1978	18,538
1978-79	1979	20,142
1979-80	1980	22,400
1980-81	1981	25,297
1981-82	1982	29,214
1982-83	1983	31,650
1983-84	1984	33,198
1984-85	1985	33,675

Table 16
Teachers' average salaries, 1984-85
1985 salary grid exclusive of special allowances

Class	Rural divisions (formerly units)	Other rural divisions	Cities	Northern divisions	Total Average
VI	$40,626	$42,058	$41,328	$38,910	$41,036
V	36,094	37,725	37,534	34,432	36,692
IV	33,132	33,045	34,127	31,503	33,497
III	27,037	27,285	26,627	24,915	26,715
II	25,275	25,389	24,436	23,921	25,199
I	23,249	23,249	20,401	—	22,731
C	17,552	—	17,552	—	17,552

Table 17
Teachers — percentage distribution by classification, 1984-85

Classification	Percentage
Class VI	6.21
Class V	21.94
Class IV	52.75
Class III	8.96
Class II	8.59
Class I	0.20
Class C	0.16
Other	1.19

Table 18
Teacher recruitment from other Canadian provinces
April 1, 1984 to March 31, 1985

Provisional certificates	British Columbia	Alberta	Manitoba	Ontario	Quebec	Nova Scotia	New Brunswick	Prince Edward Island	New found-land	Total
Standard "A"	10	0	3	1	1	0	1	0	0	16
Standard "B"	0	0	0	0	0	0	0	0	0	0
Professional "A"	27	64	35	27	8	4	8	0	4	177
Professional "B"	0	1	0	3	3	0	0	0	0	7
Vocational	0	0	0	0	1	0	0	0	0	1
Technical	0	0	0	0	0	0	0	0	0	0
Total	37	65	38	31	13	4	9	0	4	201

Table 19
Teacher recruitment from other countries
April 1, 1984 to March 31, 1985

Provisional Certificates	United Kingdom*	United States	India	Europe	New Zealand & Australia	Others	Total
Standard "A"	3	1	0	0	0	0	4
Standard "B"	0	1	0	0	0	1	2
Professional "A"	2	8	0	1	0	1	12
Professional "B"	0	3	0	0	0	0	3
Vocational	0	0	0	0	0	0	0
Technical Teacher's	0	0	0	0	0	0	0
Total	5	13	0	1	0	2	21

*Including Scotland and Ireland

Table 20
Certification
College of Education students
April 1, 1984 to March 31, 1985

Certificates	No. Issued
Standard "A"	256
Standard "B"	7
Professional "A"	428
Professional "B"	2
Vocational	14
Technical	1
Total	708
Probationary certificates as of June 30, 1985 (Substitutes 169)	226

Table 21
Capital projects approved during 1984-85

1 — Roof repairs	$ 3,594,070
2 — Unfixed furniture, equipment, land & external works	4,584,152
3 — Major renovations	13,299,335
4 — New construction	29,648,261
Total estimated cost (including fees):	$51,125,818

Table 22
Grants to schools, 1979-85

Grants to schools	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Operating	$220,795,873	$235,621,591	$258,651,878	$298,398,300	$333,949,960	$349,432,069
Building and repairs	7,317,714	8,796,943	10,440,286	14,664,490	8,789,999	11,985,260
Total	$228,113,587	$244,418,534	$269,092,164	$313,062,790	$342,739,959	361,417,329

Table 23
1984 revenue fund receipts and disbursements for all schools under the administration of Saskatchewan Education

	Northern divisions	Rural towns, villages	City divisions	Rural divisions (units)	Total
Revenue					
Net proceeds of taxes and grants in lieu of taxes	$ 1,732,867	$ 6,281,413	$163,660,921	$151,790,750	$323,465,951
Provincial grants	19,279,314	8,531,922	140,089,364	179,778,231	347,678,831
Tuition fees	3,435,968	1,860,110	28,083,244	12,161,030	45,540,352
Other educational services	44,307	0	1,146,257	1,236	1,191,800
Ancillary services	477,915	8,578	2,042,473	965,467	3,494,433
Miscellaneous revenue	226,822	190,934	7,466,869	3,854,964	11,739,589
Total revenues	$25,197,193	$16,872,957	$342,489,128	$348,551,678	$733,110,956
Expenditures					
Administration	$ 1,160,478	$ 454,774	$ 6,941,966	$ 9,030,206	$ 17,587,424
Instruction	14,241,224	10,377,341	234,994,149	214,555,002	474,167,716
Plant operation and maintenance	5,273,568	1,467,482	42,047,588	31,063,122	79,851,760
Payments to other divisions	2,329,210	1,438,890	14,768,717	15,150,453	33,687,270
Conveyance and related services	734,307	1,061,432	4,502,721	48,898,151	55,196,611
Ancillary services	640,150	6,199	2,126,833	377,343	3,150,525
Annual debt charges	1,171,814	1,441,012	22,536,475	21,127,293	46,276,594
Contributions to capital	93,910	353,101	8,149,409	3,553,537	12,149,957
Reserves	45,000	51,692	3,257,436	2,321,731	5,675,859
Other educational services	0	0	1,460,513	16,866	1,477,379
Total expenditures	$25,689,661	$16,651,923	$340,785,807	$346,093,704	$729,221,095

Table 24
School divisions as of June 30, 1985

Public school divisions, Rural	78
R.C.S. school divisions, Rural	11
Public school divisions, Urban	12
R.C.S. school divisions, Urban	11
Total	112

Table 25
1984 statement of assets and liabilities for all schools under the administration of Saskatchewan Education

	Northern divisions	Rural, village, town school divisions	City school divisions	Rural school divisions (units)	Total
Capital assets					
Land, buildings and equipment	$18,908,600	$19,370,357	$410,958,306	$384,110,114	$ 833,347,377
Other capital assets	4,416,770	629,767	31,047,955	29,830,854	65,925,346
Revenue assets					
Cash on hand and in bank	1,357,709	2,091,255	9,023,929	26,773,662	39,246,555
Due from taxes	1,136,298	988,763	10,338,467	18,781,397	31,244,925
Due from grants	19,414	223,102	3,615,457	2,616,741	6,474,714
Accounts receivable	3,361,114	352,472	4,360,655	4,288,056	12,362,297
Other assets	560,782	499,724	27,379,262	7,078,530	35,518,298
Total assets	$29,760,687	$24,155,440	$496,724,031	$473,479,354	$1,024,119,512
Capital liabilities					
Debentures not due	$ 2,994,630	$ 4,669,160	$113,097,259	$ 72,359,190	$ 193,120,239
Other capital liabilities	2,196,407	802,384	15,747,513	21,090,103	39,836,407
Revenue liabilities					
Bank overdraft and loan	3,881,544	82,999	2,961,165	6,271,907	13,197,615
Deferred teachers' salaries	51,309	147,739	1,355,804	3,202,231	4,757,083
Accounts payable	1,788,578	257,457	12,237,429	5,646,393	19,929,857
Debentures overdue	—	16,094	570,884	323,745	910,723
Other revenue liabilities	1,321,417	143,510	8,726,692	7,176,009	17,367,628
Total liabilities	$12,233,885	$ 6,119,343	$154,696,746	$116,069,578	$ 289,119,552
Debentures registered in 1984-85					$21,222,000

Table 26
Dial-A-Film Activity, 1984-85

Client	Requests received	Number of shipments	% of requests actually shipped	Films returned late
Schools	107,579	79,282	73%	14,514
Government aided schools	953	674	70%	86
Saskatchewan/Alberta funded schools	1,211	741	61%	155
Federally-funded schools	7,759	5,167	66%	1,340
Community colleges	3,034	1,898	62%	568
Other*	21,901	14,277	65%	4,297
Total	142,437	102,039		20,960

*Other consists of adult borrowers, Wascana Institute, Kelsey Institute, University of Regina, University of Saskatchewan, libraries, etc.

**More than 240 films were returned to Educational Media Services in a damaged condition.

Table 27
1984 Board of Education Operating Expenditures

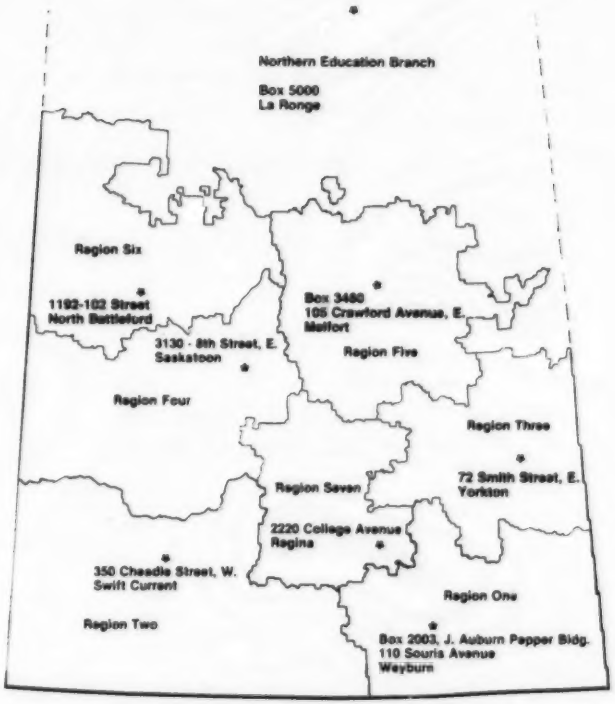
	($ Millions)			
	1984	1983	Increase	% Increase
Gross expenditures	729.2	690.7	38.5	5.6
Exclude payment to other divisions	695.5	650.0	45.5	7.0

The following is a comparision of some expenditure categories:

	($ Millions)			
	1984	1983	Increase	% Increase
Instruction	474.2	449.1	25.1	5.6
Plant operation and maintenance	79.9	73.9	6.0	8.0
Administration	17.6	16.4	1.2	7.3
Conveyance and related services	55.2	52.5	2.7	5.1

Saskatchewan school divisions

Educational regions 1984-85



* Indicates Regional Office

1984-85 Major Capital Projects